

**THE IMPLEMENTATION OF WHOLE BRAIN TEACHING (WBT)
TO INCREASE STUDENTS' SPEAKING SKILLS
AT SMA HASANUDDIN WAJAK**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



By:
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**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
July 2019**

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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **THE IMPLEMENTATION OF WHOLE BRAIN TEACHUNG (WBT) TO INCREASE STUDENTS' SPEAKING SKILLS AT SMA HASANUDDIN WAJAK** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 22 July 2019

The Writer,



AROFIATUS SA'DIYAH

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Malang, 22 July 2019

The Researcher



Arofiatus Sa'divah

TABLE OF CONTENTS

LETTER OF STATEMENT.....	Error! Bookmark not defined.
ACKNOWLEDGMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES	vii
LIST OF TABLES	viii
ABSTRAK	ix
ABSTRACT	x
INTRODUCTION.....	1
REVIEW OF RELATED LITERATURE.....	4
Teaching Speaking	4
Challenges in Teaching Speaking.....	5
Whole Brain Teaching (WBT) in Teaching Speaking	6
The Steps in Implementing Whole Brain Teaching (WBT).....	7
Strengths and Weaknesses of the Whole Brain Teaching	9
RESEARCH METHOD	10
Research Design	10
Setting and Subjects of the Study	10
Research Procedure	11
Problem Identification	12
Planning	12
Designing Lesson Plan and Topics	12
Formulating the Steps of WBT.....	13
Deciding the Criteria of Success.....	14
Action/Implementation.....	14
Observation	15
Reflection	15
Research Instrument and Techniques for Data Collection	15
Data Analysis	16
RESEARCH FINDINGS AND DISCUSSION.....	17
Research Processes.....	17
Preliminary Study.....	17
Research Implementation	18
The Findings of Pre- Test, Post-test 1 and Post-test 2.....	24
Result of Pre-Test and Post-Test 1	24

Result of Post-Test 1 and Post-Test 2	26
Test of Validity and Reliability of Research Instrument	28
The Individual/Partial of Significant Test (t-test statistic)	28
Students'' Response to the Implementation of Whole Brain Teaching	29
Discussion	30
CONCLUSION AND SUGGESTION	33
REFERENCES.....	35



LIST OF FIGURES

FIGURE 1 CYCLE ACTION RESEARCH MODEL (KEMMIS & MCTAGGART, 2002).....	11
FIGURE 2 THE CONCEPTUAL FRAMEWORK OF WBT IMPLEMENTATION.....	14
FIGURE 3 THE PERCENTAGE RESULT FOR EACH COMPONENT ON SPEAKING PRE- TEST AND POST-TEST 1	24
FIGURE 4 THE PERCENTAGE RESULT FOR EACH COMPONENT ON SPEAKING POST- TEST 1 AND POST-TEST 2.....	26
FIGURE 5 THE RESULT OF STUDENTS' SPEAKING SKILLS PRE-TEST, POST-TEST1 & POST-TEST 2 FOR EACH COMPONENT	27
FIGURE 6 STUDENTS' RESPONSE TO WBT IMPLEMENTATION	29
FIGURE 7 STUDENTS' SPEAKING SKILLS IMPROVEMENT.....	33



LIST OF TABLES

TABLE 1 THE RATING SCORE FOR SPEAKING.....	16
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ABSTRAK

Sa'adiyah, Arofiatus. 2019. Penerapan of Whole Brain Teaching (WBT) untuk Meningkatkan Keterampilan Berbicara Siswa di SMA Hasanuddin Wajak. Tesis, Pasca Sarjana Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang. Pembimbing: (I) Bayu H. Wicaksono, Ph.D., (II) Dr. Hartono, M.Pd

Kata Kunci: Whole Brain Teaching (WBT), Berbicara, Mengajar Berbicara

Penelitian ini adalah penelitian tindakan kelas yang bermula dengan adanya hambatan yang muncul bahwa siswa kelas X, yaitu: 1) memiliki motivasi rendah dalam kemampuan berbicara, 2) mereka malu untuk berbicara, 3) siswa bosan karena metode pengajaran dalam mengajar berbicara cenderung monoton dan membosankan. Selain itu, para guru banyak berfokus pada pengajaran keterampilan membaca, menulis, dan mendengarkan daripada keterampilan berbicara.

Implementasi Whole Brain Teaching (WBT) dirancang untuk meningkatkan keterampilan berbicara siswa kelas X di SMA Hasanuddin Wajak dan juga untuk mengetahui bagaimana tanggapan siswa terhadap penerapan WBT. Penelitian dilakukan dalam dua siklus yang terdiri dari perencanaan, tindakan, observasi dan refleksi dalam setiap siklus. Data diperoleh dari tes berbicara siswa dan lembar observasi dan beberapa catatan yang diisi oleh pengamat selama proses belajar mengajar dilaksanakan.

Hasil temuan menunjukkan bahwa skor rata-rata meningkat secara bertahap; dari pre-test skor rata-rata adalah 59.91, dan post-test 1 skor rata-rata meningkat menjadi 73.65 dan pada siklus terakhir skor rata-rata post-test 2 adalah 81.74. selain itu, implementasi WBT memberikan efek yang baik bagi siswa, antara lain: kepercayaan diri siswa meningkat, mereka merasakan mempunyai ingatan yang tajam pada pelajaran yang diberikan, juga WBT menciptakan kerja sama yang baik antara siswa satu dengan lainnya. Dengan demikian, dapat disimpulkan bahwa penggunaan WBT efektif untuk meningkatkan keterampilan berbicara siswa di SMA Hasanuddin Wajak.

ABSTRACT

Sa'diyah, Arofiatus. 2019. The Implementation of Whole Brain Teaching (WBT) to increase students' speaking skills at SMA Hasanuddin Wajak. Thesis, Postgraduate of English Language Education, University of Muhammadiyah Malang. Advisors: (I) Bayu Hendro Wicaksono, Ph.D., (II) Dr. Hartono, M.Pd

Keywords: Whole Brain Teaching (WBT), Speaking, Teaching Speaking

The current study is a classroom action research. It was triggered by a phenomenon at SMA Hasanudin Wajak that 1) the students had low motivation in oral production, 2) the students were shy to speak, and 3) the students were bored because the teaching methods in teaching speaking were monotonous and boring. Besides, the teachers mostly focused on teaching reading, writing, and listening skills than speaking skill.

The implementation of Whole Brain Teaching (WBT) was designed to increase the tenth grade students' speaking skills at SMA Hasanuddin Wajak and to describe the students' responses to the implementation of the WBT. The research conducted in 2 cycles, consisting of planning, action, observation, and reflection in each cycle. The data were analyzed qualitatively and quantitatively based on the students' speaking test, the observation checklist, and the students' questionnaires. The observation and questionnaire were reflected in field notes.

The findings showed that there was a gradual increase in the students' speaking competence, proven by the mean score of 59.91 in the pre-test, increased by 73.65 in the first post-test, and reached 81.74 in the second post-test. Besides, the positive effect was revealed that the students' confidence increased, they had long and sharp memory to the lesson, and they created good team building during the teaching learning process. Therefore, it can be concluded that the use of WBT gave some contributions to the enhancement of students' speaking skills at SMA Hasanuddin Wajak

INTRODUCTION

As one of courses given at senior high school, English speaking skills becomes the central of attention in the course. It is due to speaking is an essential productive skill to support the students in their future career. Moreover, speaking is considered as the most critical skill as it is primarily aimed to enable students to communicate properly (Al Nakhalah, 2016). The idea is in line with (Thornbury, 2005) who admitted that speaking is much more complex compared to other skills as it involves command in certain skills and various types of capacities. In short, speaking is a challenging skill as it requires mastery in different aspects the way to deliver the messages, the way to pronoun words, and the usage of intonation, pauses, and body language.

Choosing an appropriate method is essential to be implemented based on the students' needs. Similar as a technique to present materials to students, a method will function effectively when teachers also concern on other factors, such as the learning purposes, students' needs, class atmosphere, and the teachers. Method is a specific way, pattern, or design in applying various basic principles of education as well as various methods to be used in the teaching learning process (Gintings, 2008). Teachers need to understand the various methods used in the teaching and learning process. Consequently, teaching methods implemented by the teachers need innovations to achieve the learning outcomes expected by both teachers and students. In addition, the challenge rises due to the fact that in the curriculum 2013, teachers are obliged to design effective learning, choose the appropriate methods and approaches, and define successful criteria for the students. Curriculum 2013 also stated that teachers are required to be active in creating and developing various activities in the teaching learning process. Then, the more interesting the method applied by the teacher, the more motivated students will be.

Considering the phenomena above, a study on finding creative teaching methods is particularly needed for teaching speaking skills. The researcher will conduct a research on the implementation of a method from California called Whole Brain Teaching (WBT) at SMA Hasanuddin Wajak to increase students' English Speaking Skills.

SMA Hasanuddin is located in a village called Wajak which is categorized as a rural area. According to the interview with the English teacher, the students' characteristics of SMA Hasanuddin Wajak are different from the students' characteristics in urban area in terms of their facilities, learning motivation and confidence, and so forth. The characteristics of rural school students are strong in moral values and discipline as they tend to respect their teacher a lot and mostly come on time to the class. However, they are at risk for low motivation since they have less insight about their future career. Accordingly, the researcher will conduct the research on how enhancing students' English speaking ability because they had low motivation and lack of confidence to speak.

Before conducting a study, the researcher has conducted a preliminary interview to the English teacher. The researcher found some obstacles, namely 1) the students had low motivation in oral production, 2) the students were shy to speak, 3) the students were bored because the teaching methods in teaching speaking tends to be monotonous and boring. Besides, the teachers focused a lot on teaching reading, writing, and listening skills rather than speaking skills. In responding to those phenomena, Whole Brain Teaching (WBT) is proposed to help students improve their oral production and to offer a possible solution to deal with the problems mentioned in the preliminary interview with the English teacher.

WBT is an integrated method linking effective classroom management and educationally valid method to student engagement which are considered effective with a wide range of students learning population derived from as long as fifteen years of classroom application (Battle, 2010). This method is generally consisting of seven elements, namely: *Class-Yes*, *Five Classroom Rules*, *Teach-Okay*, *The Scoreboard*, *Hands and Eyes*, *Switch*, & *Mirror*.

Several studies indicate that the use of WBT in teaching speaking skills gives significant improvement for the students' oral production. The first research is conducted by Kusumaningrum and Sumardiono (2015) entitled "Improving Students' Speaking Skills Using Whole Brain Teaching (WBT) Method". This research was conducted for the tenth grade students at SMAN 2 Boyolali with classroom action research design. It showed the improvement to the students' oral

communication. Besides, the students' behavior and motivation were increased. The result of speaking score increased significantly from pre-test (57.8) to post-test 1 (68.2) and to post-test 2 (77.8). In addition, the students were more active and enthusiastic in teaching and learning process. They were not afraid to ask and answer questions and they were confident enough to speak in front of the class.

The second research is done by Alrasyid (2018) with the title "The Implementation of Whole Brain Teaching Method for Student Speaking Skills Improvement". The research was conducted with classroom action research design to describe how WBT improve students' speaking skills also how WBT assess the teacher performance and classroom atmosphere. The findings and interpretations showed that there was significant improvement towards students' achievement in speaking. They were enthusiastic with WBT implementation in their classroom. Some progress showed from the mean score of pre-test (46.84) that improved in post-test 1 (51.16), increased in post-test 2 (52.52) and even higher in post-test 3 (58.19). The improvement is clearly seen in component of fluency. Besides, the students were able to create sentences with their own words and answering the questions correctly. The positive ambience were seen because the students seemed more active and felt happy to learn.

The third research is conducted by Nurhasanah (2013) entitled "Teaching Speaking Ability Using Whole Brain Teaching Method at Junior Level (Young Learners) Students of "Speak-up" English Course in Bandung". The objectives of the research were to find out whether or not teaching speaking ability using WBT was effective to improve students' speaking ability and to find out the students' responses towards WBT. This research applied quantitative method. The instruments of this research were pre-test, post-test and questionnaires. The results showed that mean score of pre-test was 5.47; mean score of post-test was 7.87. Z value was 3.4 and the z table of significance level at 0.05 was 1.64. Based on the data analysis above, the alternative hypothesis of this research was accepted, because the z value was higher than z table ($3.4 > 1.64$). It could also be concluded that teaching speaking ability using WBT was effective to improve the students'

speaking ability, and 93% of students agree that they favored liked the use of WBT in the instructional process.

The researches above indicate similar results in which there was significant improvement towards students' oral production and thus resulted good score. Considering the success of those researches, the researcher of this present study is interested in conducting similar research with some differences. First, this research is conducted in a private school in rural area with less of good facilities of teaching media, but the previous researches were conducted in urban area with complete facilities in teaching. One research showed that the result of the improvement was not so much increased from the minimum mastery criteria or KKM (Kriteria Ketuntasan Minimal). The second difference deals with data collection and data analysis process. This present research aims at increasing SMA Hasanuddin students' speaking skills and describing the students' responses to WBT implementation.

REVIEW OF RELATED LITERATURE

Teaching Speaking

Speaking is more frequently used in our daily life compared to other English skills such as listening, reading, and writing. As a productive skill, speaking build interactive process of constructing meaning by involving producing, receiving and processing information (Brown, 1994); (Burns & Joyce, 1997). Furthermore, speaking is considered as the most effective way to communicate among people since they can communicate directly and meaningfully to share opinions, ideas, viewpoints, and so forth.

However, teaching speaking remains challenging for many teachers. The goal of teaching speaking is to promote efficient communication (Musliadi, 2016). The students are encouraged to make themselves understand on how to deliver the message by preventing confusion in pronunciation mistakes, grammar errors, vocabulary usage, and the appropriateness use in terms of social and cultural rules that apply in society. Besides, fluency is also considered on objective of teaching speaking (Richard, 2008). Fluency is a natural language use occurred when a speaker engages in meaningful interaction and maintains comprehensible and

ongoing communication despite limitations in his or her communicative competence. The speakers will only produce few unnatural pauses when they use the language quickly and confidently (Nunan, 2003). It means they create comprehensible interaction and keep the communications going.

Meanwhile, there are five components generally known to assess speech process, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. These components identify which characteristics of the spoken English delivered by non-native speaking English students could be reached through the setting of clear criteria or speaking assessment rubric (Harris, 1969, p. 84) that can be found in appendix 1.

Challenges in Teaching Speaking

According to Ur (1999), there are four problems faced by teachers in teaching speaking. They can be defined as follows:

- a. Inhibition. Speaking in foreign language often makes students feel hindered. In most cases, when they have to speak in front of the class or on the stage, they become the center of attention. This condition arise nervousness and anxiousness where the students are afraid of making mistakes, criticism or losing face.
- b. Nothing to say. There are some moments when students find it hard to have the urge to speak, or even to express opinions and relevant comments. This is due to students feeling confused about the materials delivered, where the topic might be not suitable or familiar to the students. Therefore, students have nothing to say, or feel constrained to respond because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar.
- c. Participation is low or uneven. This situation happens because in a large group not all students have the opportunity to speak. Some students are more dominating, while others are not. In this case the teacher plays significant role to manage each student to get the chance to speak evenly.
- d. Mother-tongue use. The students tend to use mother tongue rather than English because they come from the same background and it is easier for them to communicate. When they do the activities immediately they start thinking about the topic in their mother tongue, and translate it into English. Using mother

tongue is a natural thing to do. In that case, the teacher must be strict and discipline to familiarize students with using English in the classroom.

Those challenges in fact did exist at SMA Hasanuddin Wajak, for instance, most students felt shy to speak in the class since they would become the center of attention while speaking. In addition, the students had low because they had less information even had no idea about the topic being discussed. In responding to that phenomenon, the teacher used mother tongue to explain the materials in order to help the students to understand. As consequences, it made the students feel more comfortable to speak using their mother language in almost all classroom activities. Besides, the teacher argued that the learning process mostly focus on reading, writing and listening rather than speaking. Therefore, the students „speaking activities tend to be less focused compared to other skills.

Whole Brain Teaching (WBT) in Teaching Speaking

WBT was established in North America since 1999 and it was built by three Southern California teachers: Chris Biffle, Jay Vanderfin and Christ Rekstad. This method concerns on visual, verbal, and kinesthetic. WBT attempts to create engaging classroom environment for students and teachers by linking direct instruction given by teachers and cooperative learning techniques (Biffle, 2013, p. 178). This accentuates teacher-directed method where teachers deliver materials and instruction by standing in front of the class. Therefore, teachers are required to arrange defined and systematic timeline in presenting materials, and finally to conduct evaluation.

On the other hand, the WBT also implements the cooperative learning method. After directly delivering instruction and materials, the teacher provides opportunities for students to engage with their peers. In WBT, the students were arranged in pairs to re-exchange information obtained from the teacher and then students solve or practice the task together. There are seven core elements in WBT, they are: (1) Class-Yes as the attention getter; (2) Classroom Rules: (a) follow directions quickly! ; (b) raise your hand for permission to speak! ; (c) raise your hand for permission to leave your seat! ; (d) make smart choices! ; (e) keep your teacher happy! (3) Teach-Okay as the WBT activator; (4) Scoreboard as the

motivator; (5) Mirror as class unifier; (6) Hand and Eyes as the focuser and (7) Switch as the involver in “Teach-Okay” step. The detailed information about the seven elements of WBT will be explained in the step of implementation.

The Steps in Implementing Whole Brain Teaching (WBT)

The seven elements implementation of WBT must not be carried out sequentially. The arrangement of WBT step can be done according to the teacher or students’ need. One of the examples of WBT step implementation based on Youtube Video by Chris Biffle channel: 2013 presents below:

a. Step 1: Class-Yess

This element is used by the teacher to get the attention from the students; usually it is used before starting the class also during the lesson. When the teacher says “class-class”!! The students respond by saying “yes-yes”, or “classity class”, the students respond “yessity yes” and the students follow the voice produced by the teacher in the same tone for instance: low, slow, or whispering voice.

b. Step 2: Classroom Rules

Before starting the lesson, the teacher will inform five rules in WBT. The students must read together all rules with gestures created by the teacher. To introduce the “Classroom Rules” the teacher can use the step of “Mirror”, “Teach-Okay” and “Switch” so that the students will remember the rules effectively.

c. Step 3: Scoreboard

After knowing about the five rules in WBT, the teacher also explains about “scoreboard”. In this step, the teacher will use white board with smiley and frowny face. During the lesson when the students successfully do good job for example: follow the teacher’s instruction quickly, or they have high motivation in following the lesson, the teacher will give one score on the board with smiley face, and students will respond quickly with saying “oh yeah!”. Conversely, if students are not enthusiastic about learning, or they make noise and do not listen to the teacher's instructions so that the teacher becomes unhappy, the teacher will give one score to the board with frowny face, and students will lift their shoulders and give a Mighty Groan (“uhh!”). Scoreboard is used to assess the students during the lesson.

Besides the result of the scores becomes reflection material for the students and the teacher.

d. Step 4: Mirror

This step is used to explain the lesson in brief. When the teacher says “Mirror” the students will say “Mirror” and follow whatever gesture created by the teacher. On the other hand, when the teacher says “Mirror-Words” means the students are required imitate words and gestures created by the teacher so that their motor cortex, the brain’s most reliable memory area, is automatically engaged, then the step will be continued to “Teach-Okay” step. “Mirror” pattern is attached in appendix 2.

e. Step 4: Teach- Okay

This step has already involved in the main part of teaching learning process. In “Teach-Okay” step the teacher delivers the material briefly (in this step the teacher can use the “Mirror” step too) and clap twice then say “Teach”, the students answer “Okay” and teach her/his table mate by their own word about the materials from the teacher. In this step, the teacher must speak briefly, because the longer the teacher talks, the more students you lose. During this time the teacher observes the students’ comprehension. If the teacher found some students have not understood yet, so the teacher can repeat and in order to get the student’s attention, teacher can say: class! Students will answer yes! The teacher will explain the materials again. “Teach-Okay” pattern is attached in appendix 2.

f. Step 6: Switch

“Switch” step is used together with “Teach-Okay” step. After the teacher explains the materials briefly, then teacher will go to the “Teach-Okay” step. In “Teach-Okay” step, the students will explain to her/his partner the lesson learned from the teacher. He/she will speak, the other will listen. So when the teacher says “Switch” then the listener will be the speaker, or without instruction from the teacher, after the first speaker ended materials explanation to the partner with “high fives” with her/his partner then they will automatically switch roles to explain the materials. “Switch” pattern is attached in appendix 2.

g. Step 7: Hand and Eyes

This step is used in any point during the lesson to get extra attention from the students. The students will fold their hand and stare at the teacher intensively. Mirror “Hand and Eye” pattern is attached in appendix 2.

Since the subject in this research is the tenth grade students that are categorized as youth learner. Actually this method can be used for students for various levels and ages, all depending on how the teacher implements it. Some people think that the method is too babyish for youth or adult learners so that in this research the researcher modified some steps of WBT, such as: (1) decreasing the gesture or movement in “Mirror-Word” step and reading the “Classroom Rules”; (2) in “Teach-Okay” step the students explain their partner with their own language. They do not need to imitate and follow the teacher’s language word by word. In addition, in this step they can discuss further to comprehend the teacher’s explanation with their partner; (3) after the teacher’s explanation, the teacher asks one of students to paraphrase and continue with “Teach-Okay” step; (4) reducing the use of “Class-Yes” step as the attention getter, because youth learners are easier to follow the instructions given by the teacher.

Strengths and Weaknesses of the Whole Brain Teaching

According to Biffle (2010, pp. 235-240), WBT has several benefits to reinforce both teachers and the students to have better teaching learning process. They are described as follows: (a) reinforcing positive behavior that involves teamwork and rehearsing expectations. WBT could be used both in rewarding positive behavior and correcting negative behavior since it allows students to engage with their peers to correct each other so that it demonstrably influences students’ academic performance; (b) supporting teachers to increase their effectiveness in the classroom; (c) measurably increasing students’ engagement; (d) improving students’ motivation by creating an activity in learning process to get better skills; (e) creating students centered learning by creating a learning environment where practice is the main focus, not performance or assessment; (f) enabling students to have long and strong memory in the lesson given by the

teacher because they imitate the materials from the teacher by using gestures and loud voice, and (g) simultaneous multisensory learning.

From the previous studies, some teachers who have taught with WBT presented some weaknesses as follow: (a) as a teacher, the implementation of WBT needs to be consistent to deliver the material with the gestures. The inconsistency might not let WBT work; (b) in WBT, students should follow the words and gestures created by the teacher in “Mirror-Word” step. For shy students, they may be uncomfortable with so many hand and body gestures and they need to interact so often with classmates; (c) in implementing WBT, teacher will drain a lot of energy during the lesson explanation and should give clear instruction for whole meeting because the students will imitate what delivered by the teacher; (d) sometimes, the teacher forgets to the scoreboard during the lesson; (e) WBT is good to use for a large number of students than small number of students since they will often work in pairs.

RESEARCH METHOD

Research Design

Classroom action research (CAR) is a method of finding out what works best in the teachers’ own classrooms so that they can improve student learning. The goal of CAR is to improve the teachers’ own teaching in their own classroom, department, or school. Besides, CAR may be done in several cycles. When the result is not satisfactory, it will be repeated to the next cycle with better lesson plan. Thus, CAR is highly effective to improve teaching process since teachers would observe the impacts of their teaching method; hence they can identify the strengths and weaknesses in their teaching (Mettetal, 2001).

This study used a Classroom Action Research (CAR) which focused on a group of students in a certain class. In this case, the researcher collaborated with the English teacher to implement WBT so that both of researcher and the teacher discussed and assessed the result for each meeting.

Setting and Subjects of the Study

The setting of the study was SMA Hasanuddin Wajak. The most important consideration of selecting this institution was because of the easy access. This

school is under the foundation of researcher's family called Darul Ihsan Foundation. The researcher collaborated with the English teacher in conducting this research because of some problems identifications found in preliminary interview especially in speaking skills and the researcher realized that the quality of teaching must be improved. Besides, this school has just started new extracurricular activity which is English club that is focused on speaking skills. Thus, speaking skills must be improved and hopefully, through the English club, the students would be able to improve their oral production and get used to speaking English.

The subject of this study was the Tenth Grade Students of SMA Hasanuddin Wajak from X IPA (science) class that consisted of 23 students: 7 boys and 16 girls. The consideration of choosing these students as the subject of this study was to initiate this method from earlier period of study of the students. As fresh students, it was supposed to be useful and easier to carry out compared to implementing it to students of higher grade. Besides, in X IPA class the English ability of the students were more diverse.

Research Procedure

According to Kemmis and McTaggart (2002), CAR has four steps that consist of (1) planning, (2) action/implementation, (3) observation, and (4) reflection. This model of action research has often been illustrated through the diagram below:

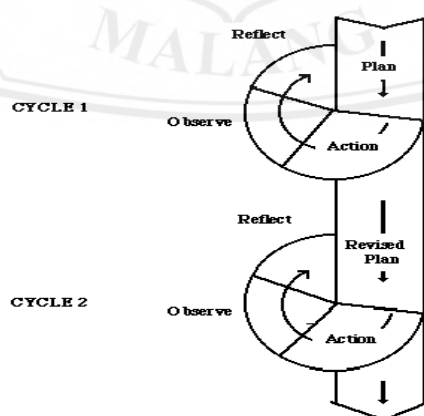


Figure 1 Cycle Action Research Model (Kemmis & McTaggart, 2002)

Kemmis & McTaggart stated the idea on the figure above to close in upon a final goal or outcome by repeated iterations. This research was conducted in two

cycles. The researcher conducted cycle 2 based on the reflection result in cycle 1 and made some improvements on lesson plan in cycle 2.

Problem Identification

As the initial step before implementing CAR, the researcher had a preliminary interview to the English teacher and preliminary observation during the teaching learning process in the tenth grade of SMA Hasanuddin Wajak.

Based on the result of the preliminary study, the researcher got the factual problems of the students' speaking skills are still low. As the phenomenon of general students in Indonesia, most of them were reluctant to speak up; one of the reasons was they were shy, moreover the teaching methods in teaching speaking tends to be monotonous and boring so that the students had low motivation in oral production. On the other hand, the teachers focused a lot on teaching reading, writing, and listening skills rather than speaking skills.

Planning

After identifying some obstacles causing the students had low skills in speaking, the researcher formulated the planning such as: (a) designing the lesson plan and preparing the teaching materials (b) selecting topics of speaking, in this case, the researcher got some topics from the English teachers based on their syllabus and curriculum (c) deciding the steps of WBT (d) concluding the criteria of good teaching methods of speaking. Besides, the researcher prepared the observation checklist to evaluate students' activities during teaching learning process.

Designing Lesson Plan and Topics

The process of speaking teaching learning activity was divided into three stages, pre-activity, main activity, and post activity. In general, pre-speaking activity consisted of planning and organizing. It was done before the real speaking activity began by exploring students' experiences, observations, and interactions inside and outside of the classroom. Pre-speaking activities involved thought and reflection, as well as providing opportunities for students to plan and organize for speaking. In the main speaking stage, the students were actively engaged students in the interactions with peers and other audiences to have the confidence needed

to perform with their ideas and information. Meanwhile, in the post speaking stage, it was the time for reflection and setting goals. This type of reflective assessment and goal setting encouraged critical thought.

For the lesson plan and topics, the researcher discussed with the current English teacher based on the school's curriculum and syllabus. In this semester, they learned some topics such as: simple past vs present perfect, recount text, narrative text and song.

Formulating the Steps of WBT

The researcher formulated the steps of WBT by considering students' and class' condition. The seven steps of WBT consisted of defined set of teaching elements and regular classroom management that could be restructured, mixed, matched, and redesigned to fit individual teachers (Kharsati & Prakasha, 2017). It also broke learning down into small segments with direct instruction leading to cooperative learning and instant feedback. The seven cores are: (1) Class-Yes, (2) Classroom Rules, (3) Hand and Eye, (4) Teach-Okay, (5) Mirror (6) Switch, (7) The Scoreboard. Those steps were combined by the steps in teaching speaking: pre-speaking, whilst-speaking and post-speaking.

"Class-Yes" and "Hand-Eye" step were implemented in any stages in teaching speaking as long as the role becomes attention getter. The "Classroom Rules" step in WBT was included to pre speaking stages. In this stage, the teacher determined a purpose and audience. In the whilst speaking stage, the teacher invited students to engage and interact with peers. In WBT the students should have a partner. It began with the students told a story, entertained or amused, described, informed or explained, requested, inquired or questioned, classified thinking, explored and experimented with a variety of ideas and conversed and discussed. In whilst speaking stage the students implemented "Teach-Okay", "Mirror" and "Switch" step.

Furthermore, in the post-speaking stage, it was the time for reflecting and setting goals. WBT utilized scoreboard result that helped students to reflect and evaluate themselves so that the students knew the score and it helped the students setting personal goals for improving their speaking skill abilities. By implementing

those stages and steps of WBT, the students could reach the goal of speaking that they communicated effectively.

Deciding the Criteria of Success

To decide the criteria of success, the researcher focused on the purpose of the study that was aimed to increase students' English speaking. The speaking assessment based on five components of speaking skills. The conceptual framework described below:

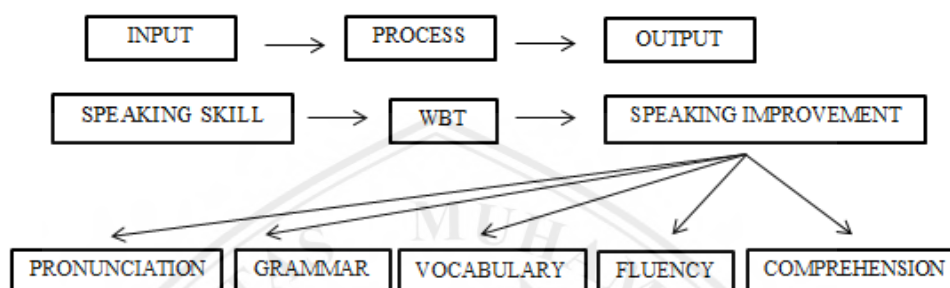


Figure 2 The Conceptual Framework of WBT implementation

From the speaking assessment above, the speaking final score must reach the Minimum Mastery Criteria for English subject was 75. Besides, it was based on students' responses from the observation and questionnaire result that described students' activeness in speaking activities with WBT.

Action/Implementation

In CAR, the teacher's main role was to examine her educational practice with systematic and careful steps. The teacher introduced all the elements of WBT to the students and how to use of WBT during the lesson to make them familiar with all the elements. Besides, the observer made some notes to evaluate students' activities. The teacher assessed the students' oral production from some activities such as: conversation/dialogue and presentation combined by the step of WBT in delivering the materials.

The treatment conducted in two cycles. The cycles were based on the students' need to reach the criteria of success in implementing WBT in teaching speaking skills. The data collection use, were: the observation checklist, students' questionnaire and tests for pre-test, post-test 1 and post-test 2. All tests were validated by the English teacher from interview done by the researcher before

implementing the WBT. The implementation of WBT in teaching speaking was explained in appendix 3.

Observation

In this step, the researcher collaborated with the English teacher to evaluate and make some notes about students' activities and took some photographs and videos during teaching learning process. The observation was conducted before and after WBT implementation for each cycle based on the CAR's schedule in appendix 4. In this case, the cycle 2 improvement was made based on reflection in cycle 1.

Reflection

In this step, the researcher reflected the result of the observation checklist, students' questionnaire and the speaking test result. From the result it showed whether the researcher should repeat the implementation/action to the next cycle or not. If result reached the criteria of success then the implementation would be stopped.

Research Instrument and Techniques for Data Collection

The instruments used in this study were classroom observation checklist for students' activities filled by the observer, students' questionnaire and speaking test.

- a. Observation Checklist. There were some indicators to evaluate during teaching learning process filled by the observer for the students. Besides the observer made some notes to describe the class situation or other additional information happened in the class. The observation was adopted based on the characteristics of a successful speaking activity by Penny Ur (1996). The observation sheets attached in appendix 5.
- b. Speaking tests. Speaking tests were carried out three times: pre-test, post-test I and post-test II. The researcher conducted the pre-test before implementing the WBT to know the students' speaking skills. For then, post-test 1 and post-test II were conducted to know the result of students' speaking skills after the WBT treatment. The test was an oral test, such as: presentation and conversation about the topics that have been discussed, then the teacher gave 30 minutes to

the students to prepare their performance and then the students performed in 1-2 minutes. The speaking test attached in appendix 6.

- c. The data number result from pre-test and post-tests tabulated manually then they processed by using SPSS (Statistical Program for Social Sciences) 21 for Windows 10 Version.
- d. To describe students' responses toward WBT implementation, the teacher distributed questionnaires that must be filled out by students for each element in WBT (see Appendix 7).

Data Analysis

After collecting the data from observation checklist and tests, the researcher analyzed the data in two ways:

- a. Descriptive technique

In descriptive technique, the researcher analyzed the data from observation notes and interview with the teacher to conclude the result about students' activities in the class. Besides, the observer took some notes based on the observation and students' questionnaire.

- b. Statistical technique

A statistical technique was used to summarize data in numbers. The pre-test, post-test I and post-test II were analyzed by using SPSS 21 for windows 10 version by using t-test in each cycle to know if there was a significant difference between the means of two groups, which may be related in certain features. Besides, it analyzed the validity and reliability for all speaking tests. The observation checklist and students' questionnaire measured the students' activities in class and to know the students' response to WBT. Besides, to identify whether the pre-test had a significant improvement to the post-test1 and post-test2 or not then the score results were matched to the students' score standardization by SMA Hasanuddin Wajak based on Minimum Mastery Criteria or KKM (Kriteria Ketuntasan Minimal) which count for English subject was 75 score.

Range of the score	Level of speaking skills
86 – 10	Very Good
71 – 85	Good
56 – 70	Fair
10 – 55	Poor

Table 1 The rating score for speaking

RESEARCH FINDINGS AND DISCUSSION

Research Processes

The research was conducted the teaching learning process in five meetings. One meeting was conducted without WBT implementation. The teacher taught Simple Past Tense. At the end of the meeting, a test was conducted as a pre-test. In the second meeting, the teacher implemented WBT with personal recount text material. On the following week, the students were tested as the first post test.

After analyzing the weaknesses of cycle 1, cycle 2 was conducted on the next meeting, and on the following week, the second post-test was implemented to assess the results of the activity in cycle 2.

Preliminary Study

Before conducting this research, two preliminary studies were conducted: first, by interviewing the English teacher related to students' obstacles in speaking; second, by teaching without implementing WBT. The results of interview were: 1) the students had low motivation in oral production, 2) the students were unconfident to speak; 3) the students seemed dispassionate because the teaching methods in teaching speaking tend to be monotonous and boring. Besides, the teachers focused a lot on teaching reading, writing, and listening skills rather than speaking skills.

In preliminary study, the teacher taught simple past. For the detailed activity, see the lesson plan (see Appendix 8). From the activity, the observer filled the observation checklist about students' activity. It described that during pre-activities, the students were interested since the teacher started the class with fun activity about their name introduction, but when the teacher asked about the previous lesson, most of them did not answer and reminded silent. In whilst-activities, the students were unconfident to speak up to answer teacher's questions. Some were talked to other friends and played with their phone. During discussion session, not all students were active. It wrapped up that the indicators for students' activities during the lesson based on observation checklist fulfilled 25% only (see Appendix 9).

The teacher found the obstacles during teaching learning process that: (1) the students were not confident to speak English in front of the class, (2) students were shy in answering the question during the discussions, (3) they were incorrectly in using verbs (4) they were inaccurate of pronunciation; (5) only some students were active during teaching learning process, and (6) the result of the pre-test mean score was low, it was 59.91. The pre-test result can be showed in appendix 10.

Based on the obstacles above, the researcher proposed the implementation of the WBT method to improve students' speaking skills.

Research Implementation

In implementing the research activity, there were two cycles. In each, the activities consisted of 1) planning; 2) Implementation; 3) observation; and 4) reflection.

Cycle One

1) Planning

After knowing the obstacles based on the preliminary study, the researcher started to arrange the lesson plan based on the topic that was discussed with the English teacher. The researcher prepared some instruments such as pictures and flash cards related to the topic. This cycle was divided into two meetings. One meeting was to deliver the material and the other was for the first post-test. The materials prepared were about personal recount text.

2) Action/Implementation

In cycle 1, WBT has been employed in teaching personal recount text. In this cycle, the researcher collaborated with the English teacher during the implementation of the WBT method. In this time, the researcher became the main teacher. The observer recorded the students' activities in class by filling the observation checklist and made some notes about the class situation during WBT implementation.

The First Meeting

a. Pre-activity

The teacher started the class and getting students' attention by saying "Class" and the students answered "Yes". The students were excited to imitate the

tone produced by the teacher, and they paid attention to the teacher's instruction. After practicing the "Class-Yes" step with various tones, then the teacher greeted the students and checked the attendance list. Next, the teacher introduced the five classroom rules with gestures. The teacher asked the students to stand up and read the classroom rules together. Some students were shy at the first time. After reading the classroom rules led by the teacher, the teacher invited one of the students to lead the gesture. It helped students memorize and understand the rules in WBT. The teacher continued with brainstorming by asking them about their experience on vacation.

b. Whilst-activity

The next activity, the teacher started to introduce "Teach-Okay" step. In this part, the teacher must be clear in delivering the material because the students had to imitate the topic explained by the teacher to their partner. Before practicing the "Teach-Okay" step, the teacher explained her experience about "Going to a Beach on Weekend" sentence by sentence with slow speed. After that, the teacher started to do "Teach-Okay", and the students directly found their partner and discussed the teacher's explanation. The teacher went around the class to check the students' understanding and gave some instruction to them to do "Switch" step during "Teach-Okay" process. Some students were not active to explain to their partner, yet, they were trying to speak up. Then, the teacher said "Class?" and the students answered, "Yes!" The teacher continued by asking some questions related to her story. In this part, the teacher found two students answered the question. After that, the teacher started to explain about the text which referred to the recount text by using "Mirror Word" to define briefly what recount text is. The teacher also gave some generic structures of recount text by using "Mirror Word". The teacher continued to do "Teach-Okay" step and the students directly explained to their partners. In this case, the teacher found that the students lacked of using the simple past form. The teacher then used verb flash cards to help the students to practice and to memorize the verb forms of simple present, simple past, and past participle using "Teach-Okay". During the lesson, the teacher paid attention to the students'

behavior and gave some points through the “Scoreboard”; the teacher assessed the students with smiley faces and frowny faces.

c. Post-activity

In this activity, the teacher did reflection on the lesson with question and answer, after that the teacher discussed the result of “Scoreboard”. They got five smiley faces and three frowny faces. The five smiley faces they got because they were good in reading the classroom rules, they were active in “Teach-Okay” step, and they were enthusiastic in “Mirror-Word” step. The frowny faces they got because they did not pay attention well during the lesson, not all students were active in answering the questions because they were shy to speak. The students participation were not even, some of them were talking to each other during the lesson, and some were using their mobile phones. The scoreboard was interesting for them; they should follow the directions quickly as the rule one in WBT. The lesson plan was attached in appendix 11.

The Second Meeting

The next meeting was the post test. Before that, the teacher started with classroom rules and did reflection about the previous materials with “Mirror-Word”. After that, the teacher put all the flashcards about verbs on a table. The teacher showed and asked the students to mention the simple past form of the verb to make them familiar with the simple past form. The teacher asked the students to come forward and see all cards on the table and they started to do the post test. During the post test, the students were invited to make a script about their personal experience about going on vacation. The flash cards helped them string sentence by sentence based on their own story. The teacher gave 30 minutes to prepare their scripts and they must present one by one in front of the class. Each student got 1-2 minutes to present.

3) Observation

Based on students’ activities observation, the observer made some notes during the teaching learning process. According to the characteristics of a successful speaking activity by Penny Ur, the students’ observation checklist result improved from 25% to 75%. That was happened because the students

enjoyed learning with WBT. Besides they followed the topic well and showed their good motivation during question and answer on discussion and reflection sessions (see Appendix 9). In addition, some notes were gained during the teaching learning process, they were presented below: (1) students lacked of confidence to imitate the teacher's gesture in "Mirror-Word"; (2) they were shy to answer questions, even an easy question that they actually were able to answer and only some students were active on discussion; (3) during "Teach-Okay" step, they often used their mother-tongue. (4) some students were inaccurate in pronouncing some English words; (5) some students did not follow the directions quickly based on WBT method. It explained that some students did not familiarize with WBT elements; (6) during "Teach-Okay" step when the teacher approached to a certain group; the students suddenly stopped their discussion because they were shy when the teacher monitored them; (7) the students were good in making sentences related to recount text by using appropriate time signal and verbs but some were confused on the use of the verbs.

4) Reflection

The reflection of cycle 1 was based on the observation and speaking test. The observation checklist was followed by some notes from the observer about students' activities during the implementation of WBT. The result for speaking test on cycle 1 attached in appendix 12.

According to the result of pre-test, it was shown that 10 out of 23 students failed to meet the minimum mastery criteria or KKM (Kriteria Ketuntasan Minimal) for 75 score. The mean score for the speaking test on cycle 1 was 73.65 so that it was urgency to continue to cycle 2. Besides, it is necessary to familiarize the students more into WBT. Consequently, the following section describes the implementation of WBT in cycle 2.

Cycle Two

Planning

In this step, the researcher discussed with the English teacher about the lesson plan modification based on the reflection result in cycle 1. After knowing the weaknesses, the researcher and teacher modified the teaching process in

delivering material. In cycle 2, the topic was still about recount text that specified on biographical recount text about favorite figures.

1) *Action/Implementation*

In this meeting, the researcher became the observer. The teacher chose the topic on BJ Habibie as the public figure discussed in cycle 2. He was well known figure and the students were familiar about him through his movies.

The First Meeting

a. Pre-activity

The meeting was started by greeting and attendant list checking. Next, the teacher asked the students to stand up and the English teacher led the classroom rules, then she invited one of the students to lead the classroom rules. The students were laughing because her/his friend made funny movement. After that, the teacher did the reflection about the recount text in general.

b. Whilst-activity

Entering to the main explanation about the biographical recount text, the teacher explained it and used the “Mirror Word” step. Then, the teacher asked about “who’s your favorite figure?” to the students. After that, the teacher started to explain about biographical recount text of BJ Habibie. Before giving the text, the teacher showed a video of BJ Habibie. By visual stimuli, it helped the students to understand the content of the text. After that, the teacher discussed new vocabularies; in this case, the teacher emphasized on the verb form used in the sentences. Some difficult vocabularies were explained by using flash cards with pictures to catch their meaning easily. The teacher used “Mirror Word” step to pronoun the difficult vocabularies. After that, with flashcards, the students did the “Teach-Okay” and “Switch” and discussed the text with their peers. Besides, the “Scoreboard” was always done during the lesson. In this meeting, they did better than the previous meeting. They got more smiley faces than frowny faces. After discussing the text, the teacher did the reflection by giving questions. Before going to the question section, the teacher reviewed “5W 1H” question patterns to make them familiar with the question types.

c. Post-activity

The teacher did reflection, and had a discussion session. They were trying to draw the conclusion about BJ Habibie. In this meeting the students seemed more enthusiastic in answering the questions. The lesson plan was attached in appendix 13.

The Second Meeting

The next meeting was the last post-test. The teacher modified the speaking test from the previous test. The post-test in cycle 1 was doing presentation to tell about the students' experiences using recount text. After knowing their weaknesses in which the students were shy to speak in front of the class and did not want to be recorded. Moreover some students did not want to come forward. Regarding to the happening situation, the teacher asked the students to create dialogue/conversation about their favorite figure by submitting a video recorded by them. The teacher gave 30 minutes to the students to create a video. They were allowed to record the video around the school environment. The teacher went around checking the students' conversation, pronunciation, content, and so forth. They made video freely so that they could express themselves because they felt no burden to be monitored. Besides, if they had extra time, they would repeat the video making and submitted the best video to the teacher.

2) Observation

The results of the observation on students' activities increased from 75% fulfilled to 87.5%. One indicator that the students could not achieve was the participation was even because they were shy to speak (see Appendix 9). Some notes from the observer were described below: (1) the students appeared more confident in reading classroom rules; (2) the students were more active in answering the reflection section; (3) the students were more confident in explaining to their partner during "Teach-Okay" session even though they made grammatical errors and missed pronunciation in making questions; (4) the students used their phones to find more information related to the topic and to open electronic dictionary; (5) the use of mother tongue decreased during the "Tech-Okay"; (6) the students were interested in the BJ Habibie video; it helped them to understand well they felt curious to ask more; (7) the students practiced

WBT step well. They followed the directions quickly for each step in WBT. It explained that they were familiar with WBT elements; (8) the students realized to use the proper simple past form.

Reflection

The result of speaking test for post-test 2 based on the assessment rubric which evaluated the five components of speaking skills was explained on the following table: (see Appendix 14).

In this cycle, 23 students passed the minimum mastery criteria or KKM (Kriteria Ketuntasan Minimal) for 75 score. The mean score on post-test 2 was 81.74. By this, it has proven that the cycle has to be stopped and further analyzed the best practice implemented in cycle 2 as the contribution to the body of knowledge.

The Findings of Pre- Test, Post-test 1 and Post-test 2

The final students' speaking score was obtained from the speaking assessment each component from two raters. 5 was the highest score and 1 was the lowest score. The researcher took the mean score from both raters and the score was multiplied by 4 to gain 100 score for the highest score. Besides, from each component of speaking skills' score, the researcher presented the percentage for each component to find out the improvement from the Pre-test to Post-test 1.

Result of Pre-Test and Post-Test 1

The result of students' speaking test increased from the Pre-test to Post-test 1 for each component of speaking skills. The improvement can be seen on figure 3:

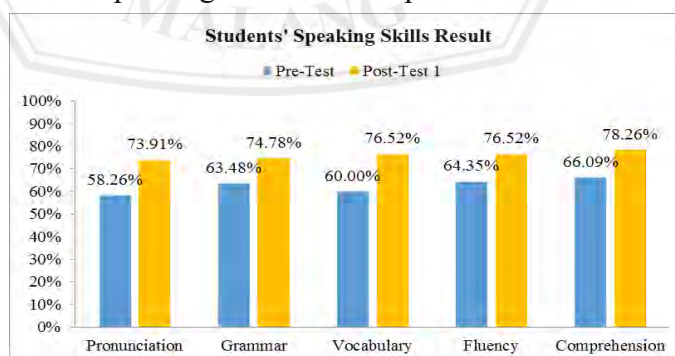


Figure 3 The Percentage Result for Each Component on Speaking Pre-test and Post-test 1

Referring to the figure above, blue color represented the Pre-test and yellow color represented the Post-test 1. It could be seen that the students' speaking skills had already increased after WBT implementation for each component, Pronunciation component increased 15.65%, Grammar increased 11.3%, Vocabulary increased 16.52%, Fluency and Comprehension increased 12.17%. On pronunciation component, it showed good improvement in post-test 1 after WBT implementation due to the fact that the students' mistakes decreased especially in pronouncing simple past for irregular form. Besides, some students were clear in pronouncing the words and understandable but some students still did mispronunciation and sounded reducing clarity at times. On the other hand, on percentage, it showed in appendix 15 there were only 2 students (8.7%) reached good criteria in pre-test but it dramatically increased to be 16 students (69.57%) who were categorized as good criteria. But at that time, no one reached very good criteria in pre-test and post-test 1.

On Grammar Component, the students started to understand the use of correct verb on recount text. Besides they created good word order in arranging the sentences. Additionally, the improvement could be seen that on pre-test only 5 students (21.74%) reached good criteria however grammar component enhanced up to 52.17% and reached 73.91% (17 students) were in good criteria after WBT implementation.

But then, Vocabulary component increased rapidly up to 16.52% after WBT implementation. It happened since some students used appropriate words and the sentences were understandable in creating their own story even though some students still used inappropriate vocabularies that made comprehension quite difficult. The percentage on good criteria increased from 13.04% (3 students) in pre-test to 73.91% (17 students) in post-test 1, and 1 student (4.35%) reached very good criteria after WBT implementation.

For Fluency and Comprehension components, both were increased 12.17% after WBT implementation. WBT elements contributed to both components due to the fact that the teacher asked the students to drill and discuss with their partner about the material on "Mirror-Word" and "Teach-Okay" step. Besides, on the test,

the teacher gave opportunity to rehearsal before speaking test moreover they created their own story so they were sure understood what they wrote. So, from all the components, it could be concluded that there were enhancement to the students' speaking skills for each component after WBT implementation. It meant WBT contributed to the students' speaking skills improvement.

Result of Post-Test 1 and Post-Test 2

After conducting post-test 1, the result of the average score did not reach the success criteria yet. So the cycle continued and found the result of post-test 2 that was illustrated in a bar chart figure 4 below:

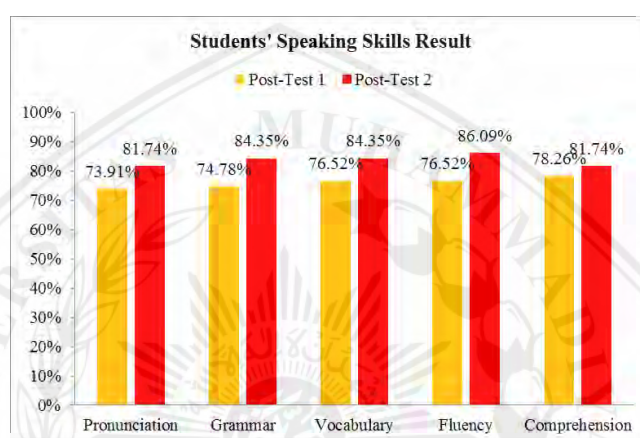


Figure 4 The Percentage Result for Each component on Speaking Post-test 1 and Post-test 2

The figure was presented the enhancement on students' speaking skills from post-test 1 (yellow) to post-test 2 (red). In pronunciation component the enhancement was 7.83%, Grammar 9.57%, Vocabulary 7.83%, Fluency 9.57% and Comprehension 3.48%. Students' pronunciation component noticeably increased because the students did few mistakes and had clear pronunciation. It was proven by the fact that in post-test 1 only 7 students (30.43%) got fair criteria, and it decreased to 17.39% (4 students) who were still on fair criteria in the post-test 2. Besides, on grammar component, it improved that there were 5 students (21.74%) who got very good criteria on post-test 2. It meant they were able to distinguish the use of simple past and simple present, and create good order for questions sentences during conversation. Besides, on vocabulary component, 5 students (21.74%) were categorized on very good criteria. It meant they were able to use the appropriate vocabularies with good diction. On fluency component,

there were 30.43% (7 students) who were on very good criteria, meaning they could speak fluently and effortlessly without a silent gap. And on the comprehension component, 2 students (8.70%) were on very good criteria, meaning they were able to understand what was being conveyed without any difficulty. On the second test, the teacher designed the test in conversation, so the students had a chance to practice the dialogue with their partner so that the fluency and comprehension had already been trained. Besides, WBT elements contributed toward students' speaking skill enhancement. (See Appendix 15).

The bar chart on figure 5 showed the result of speaking skills result from pre-test, post-test 1 and post-test 2. Overall, it described that the students' speaking skills improved gradually in every test.

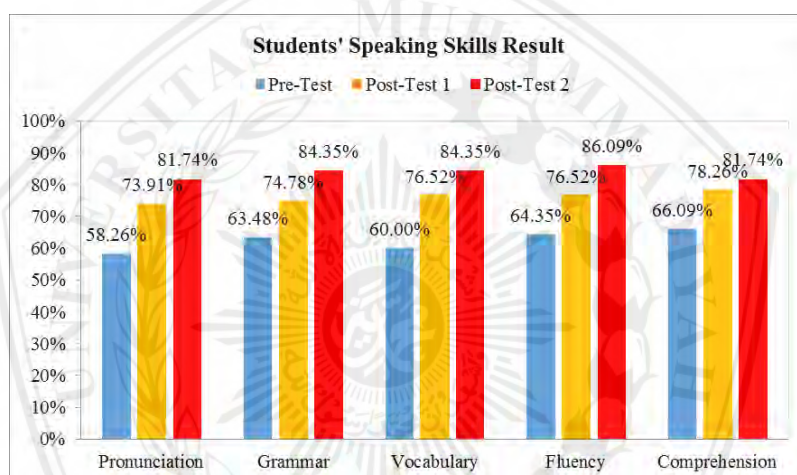


Figure 5 The Result of students' speaking skills Pre-test, Post-test1 & Post-test 2 for each component

From the figure above, the most improved components were Pronunciation and Vocabulary and Fluency. In the teaching learning process, the teacher drilled some new vocabularies on the "Mirror-Word" step and to activate the vocabularies on the students' mind, the teacher always continued with the "Teach-Okay" step so that the students had long memory on the new vocabularies that they received and used them during the test because the test was related to the topic. Besides, WBT increased the engagement through students' conversation with their partner. It simply helped to discover and memorize the new words and material.

Test of Validity and Reliability of Research Instrument

In this part, the researcher explained the result of students' score of pre-test, post-test 1 and 2 that was processed by using SPSS 21 for Windows 10.

Validity Test

To know whether the tests were valid or not, it could be tested by using significance test. It was conducted by comparing r count to r table. Due to the number of the sample in this research which was 23 students, the alpha was .05 and the r table was .413 (Ghozali, 2013). In line with that, the r validity was r count \geq .413. After processing the speaking score with SPSS 21 for windows 10, the result was showed from the table of *Output Cronbach's Alpha on Correction Item-Total Correlation*. There can be determined that, when r arithmetic $>$ r table means Valid, and r arithmetic $<$ r table means Invalid.

The speaking scores of pre-test, post-test 1 and post-test 2 for each component were determined that r count were bigger than the value of r table. Thus, the tests were declared valid as the instrument to measure students' speaking skills (see Appendix 16).

Reliability Test

To test the reliability for the instrument, the researcher implemented *one shott* measurement and tested the reliability by using *Cronbach Alpha* (α). The variables were reliable when value of *Cronbach's Alpha* $>$.70 (Ghozali, 2013). The results of calculating reliability tests could be seen in Appendix 17.

It showed that the values of *Cronbach's Alpha* of pre-test, post-test 1 and post-test 2 were higher than .700. It concluded that the instruments were considered reliable or could be used as the variable measurement instrument for the research.

The Individual/Partial of Significant Test (t-test statistic)

To describe the coefficient of independent variable on pre-test and post-test 1 also for post-test 1 and post-test 2, the researcher used the unstandardized coefficients with .422 constant values to analyze the data with SPSS 21 for windows 10. The result described that on pre-test and post-test 1 were significant. It could be seen from the significance probability for pre-test variable of .005 with the *Beta* value (B) of .501, because the probability value of the pre-test

significance was less than .05, the pre-test variable was declared that it influenced the variable on post-test 1.

As well as the post-test 1 variable to post-test 2, the significance probability value was .045 with *Beta* value (B) of .405. It showed that the significance value of the post-test 1 variable was less than .05. The variable explained that it influenced on post-test 2. The result described in Appendix 17.

Students' Response to the Implementation of Whole Brain Teaching

In the last meeting, the teacher discussed with all the students about the response on WBT implementation. The teacher distributed a questionnaire to all of the students, and asked them to give a check (✓) to each elements of WBT with the score 1 to 5. 1 means very poor, 2 means poor, 3 means fair, 4 means good and 5 score means very good. The seven elements of WBT result presented with percentage on figure 6:

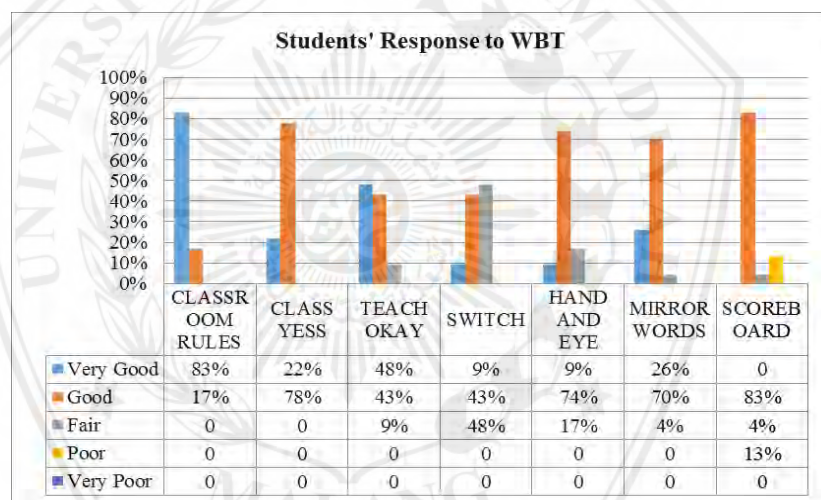


Figure 6 students' response to WBT Implementation

It illustrated good responses from the students toward WBT implementation; the highest responses were the "Classroom Rules" with 83%. It became one of the favorite elements in WBT because they had high enthusiasm to learn starting with reading classroom rules together following by gesture in the beginning of the lesson. Besides, it made them to be more disciplined. On "Class-Yes" the students' responses reached 78% for good criteria. By using the attention getter "Class-Yes" it created informal and fun ambience in teaching learning process.

WBT implementation contributed the student's speaking skills through the seven elements of WBT. The students' activities gave positive impact toward teaching learning process. Additionally, the students' responses on WBT were explained according to some notes from the students, such as: (1) "Switch" step sharpened their memory to the lesson; (2) "The Scoreboard" was a good tool to evaluate the students' activities; it can also serve as an attitude assessment. But sometimes, the teacher was focused on the materials and forgot to use the scoreboard; (3) Two students said that WBT was babyish to be implemented for high school students yet the others said WBT created good ambience to learn that they were not bored during the lesson.; (4) "Teach-okay" step required the students to be responsible to understand what were delivered by the teacher, and then they retold the materials to their partner; (5) Both the teacher and the students required to be active. It was not only teacher centered leaning but also students centered learning; (6) With "Mirror-Words" step, the teacher explained the material briefly and clearly. (7) With "Hand and Eye" step, it created calm situation and the students were more focused to hear the teacher's explanation.

Discussion

During WBT implementation, some difficulties on speaking skills were found by the teacher. They were in line with Ur (1999) that revealed the challenges in teaching speaking, such as: inhibition, nothing to say, participation is uneven and mother tongue use. In this case, the researcher underlined that the students were really shy to speak, not all students were active, and moreover they often used their local language which was Javanese that became one of hindrances during teaching learning process because it made the students to be less practice of their English.

Inhibition became the most common problem encountered by the students in the class, Ur (1996) said that students who are inhibited in their speaking activity generally are afraid of making mistakes, losing face, and fearful in saying or doing something. It really disturbs their personality. It caused by many factors. In this case, the researcher found that the students were inhibited to speak because of shyness. Basically, they knew the topical knowledge that was discussed in the class but they were shy to speak and lack of confidence Moreover, the student's

participation on speaking activities was uneven. The active students talked too much, and the quite did not talk at all. WBT implemented the equal participation on “Teach-Okay” and “Switch” step. So that the use of WBT increased the student’s confidence due to the fact that the method implemented was the cooperative learning in pairs that provided supportive environment to reduce their shyness or anxiety to make mistakes. It made speaking more comfortable and enjoyable.

On the other hand, in teaching English as a foreign language, it is undeniable that in the classroom both teacher and students still often use local languages. During the teaching learning process, it is natural thing to do. The use of mother tongue in the English class room has always been a contentious issue. But actually, the use of mother tongue not always becomes the hindrances in the English classroom. Khati (2011) stated mother tongue becomes one of the teacher’s instruction media for some situation such as: To provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain; to give instruction so the students enable to do the tasks correctly without any confusion; to explain abstract nouns to help the students to get away from the hurdle of incomprehension or miss comprehension; to teach grammar; and to teach beginner level learners. For student side, according to Khati (2011) mother tongue helps the students feel more comfortable and confident; in addition it is used to check comprehension and to define new vocabulary items. But in any case it significantly reduces students’ opportunities to practice English, and students fail to realize that using English in classroom activities is essential to improve their language skills. So that, teacher has to supervise the students to minimize the use of mother tongue in the English Class by varying the strategies in teaching.

According to Harris (1967, p.84) there are five components for speaking assessment, they are: pronunciation, grammar, vocabulary, fluency, and comprehension. Other findings found in this current study that students’ pronunciation was inaccurate and had low result among the five components. During the teaching learning process, the students did mistakes on pronunciation especially on regular verb that the students pronoun the (-ed) clearly on simple

past regular verbs such as: *finished, worked, stopped, watched, moved...etc.* It happened because interference, language transfer, and cross-linguistic interference influences the student's pronunciation. When someone tries to learn new habits the old ones will interfere the new ones. The errors made by the students resulted from both the mother tongue influence namely interlanguage errors (Ansyar, Muhtar, & Suharyadi, 2012).

The strengths of WBT implementation were found as what Biffle (2010, pp. 235-240) argued that it reinforced positive behavior such as building teamwork and increasing students' engagement. Furthermore, it increased students' confidence, and some students stated that they understood the material well and had good memory to the lesson. According to Paneso, Pelaez & Martinez (2012) stated that WBT elements applies the basis of different methods, such Cooperative Learning (CL) by Johnson & Johnson, Total Physical Response (TPR) by Asher, Repetition by Thornbury, Behaviorism by Watson, and Direct Instruction Method (DI) by Kousar. These methods, techniques and theories have been the support of WBT which impacted teaching process positively. On "Teach-Okay" step the students experience the cooperative learning and repetition method. On "Mirror-Word" step, the students experienced the repetition method too that is supported by TPR method because the students follow the teacher movement while explaining the material to dig up the understanding. By using "Mirror-Word", the teacher experiences the Direct Instruction method. With the result that WBT was proven to contribute the students' speaking skills.

Aside from that, WBT shows the positive effect to the students, such as: creating good team building, increased self-confidence and having long and strong memory on the lesson. In WBT, the students implement "Teach-Okay" step in pair, so that the students requested to be active to explain one another about the materials that were explained by the teacher. With the result that it improves productivity and motivation in learning. In addition, WBT increases students' confidence. In the beginning they were shy to speak, but the confidence increased due to the drilling/repeating and practicing on "Mirror-Words" and "Teach-Okay" step. Repetition is one of the best ways for language practice. When students are engaged in drilling, they will stand a better chance of developing dialogues in real

communications (Khetaguri & Albay, 2016). Besides, when they understand what to be uttered in correct way and understand what to deliver it will increase students' confidence to speak.

Furthermore, WBT contributes to give long and sharp memory to the students on the lesson. “Mirror-Word” and “Teach-Okay” step include four basis methods (Direct Instruction, TPR, Repetition and Cooperative Learning). On “Mirror-Word” step the teacher explains the materials by using gesture to make the students understand what is being said or delivered in the class. Then the step continues to the “Teach-Okay” step where students discuss, repeat, paraphrase the teacher explanation. Thus, the activity produces sharp and long memories to the lesson.

WBT gives contributions to the enhancement of the students’ speaking skills at SMA Hasanuddin Wajak. The improvement can be seen from the mean score for pre-test, post-test 1, and post-test 2 in figure 4.5:

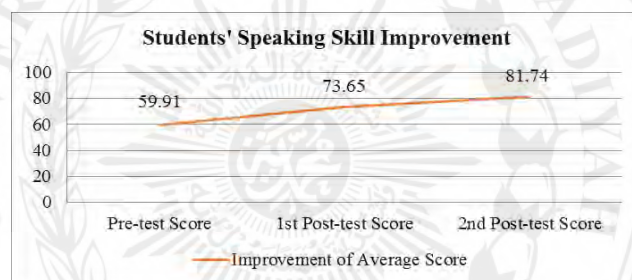


Figure 7 Students' Speaking Skills Improvement

To sum up, according to the findings and the discussion above, WBT implementation gives some contributions to students’ speaking skills at SMA Hasanuddin Wajak. It showed from the enhancement of students’ mean score in speaking tests and it described on the students’ responses, observation and some notes that were filled by the observer.

CONCLUSION AND SUGGESTION

There was improvement in the students’ speaking skills, as shown from the mean score of the Pre-Test which was (59.91), Post-Test 1 (73.65), and Post-Test 2 (81.74). It improved due to the different teaching strategy explained on the cycle 2 activities above. On the other hand, the findings indicated good responses from the students toward the implementation of WBT in the classroom. The students were motivated to learn with WBT because it created fun atmosphere. In addition,

the students' confidence and discipline increased gradually which helped them to be more focused to learn. As the result, the students' understanding towards the lesson also improved. The current findings support previous studies in the implementation of WBT. Even though the findings might vary due to different contexts and education levels, the findings underpin the effectiveness of WBT to improve students' proficiency.

Some suggestions are also addressed to the principal and English teachers at SMA Hasanuddin Wajak. Referring to the low frequency of conducting research on WBT, it is recommended that further researchers consider WBT as their research topic, in addition to enriching references related to WBT. To cope with the issue of time frame for implementing WBT in classroom to gain the best results and effects, further researcher could conduct the research on WBT implementation in a longer time period, for the whole semester and/or academic year. Because of many movements during WBT implementation that contain elements of TPR (total physical response), some people will argue that this method is suitable for children only. But actually WBT can be used for all levels; it depends on how the teacher modifies the method based on the learners' level. Besides, in this current study, WBT was conducted with classroom action research (CAR) design. The researcher suggests to other researchers that they could possibly research on WBT but by mean for another research design, such as, quasi experimental, correlation, causal-comparative or descriptive research design to dig more new findings on WBT implementation.

For the Principal and English Teacher: Since WBT has proven to be effective to trigger students' motivation and improve the students' speaking skills, it is advisable that the principal, through school policy, promotes that WBT be implemented not only in English subject but also other subjects. Every language skill needs an equal treatment. Therefore, the teacher should implement WBT in four skills – speaking, writing, reading and listening. Apart from WBT implementation, in teaching English subject, the teacher should develop some other strategies, media or teaching aid to deliver the material so that it will create fun environment to study.

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Appendix 1

Speaking Assessment Rubric Proposed by David P. Harris

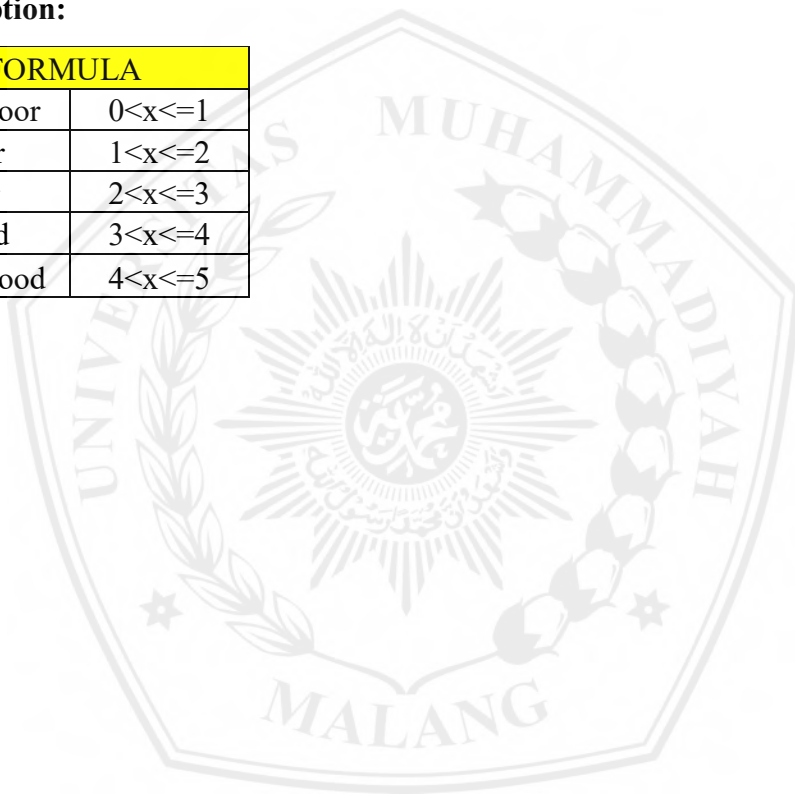
No.	Assessment Aspects	Score	Description
1	Pronunciation	5	Having clear pronunciation and few mistakes of pronunciation less than five mistakes.
		4	Having clear pronunciation and few mistakes of pronunciation from 5 to 7 mistakes.
		3	Having clear pronunciation and mistakes of pronunciation from 8 to 12 mistakes.
		2	Very hard to understand because of pronunciation problems from 12 to 15 mistakes.
		1	Making a lot of pronunciation mistakes more than 15 mistakes.
2	Grammar	5	Able to distinguish the use of simple past and simple present; make question sentences in correct order.
		4	Able to use simple past and simple present; make question sentences in correct order with occasional mistakes, yet understandable.
		3	Able to use simple past and simple present although occasionally mixing the verbs, make question sentences in correct order with occasional mistakes, yet mostly understandable.
		2	Not able to distinguish the use of simple past, simple present but able to make question sentences.
		1	Not able to distinguish the use of simple past, simple present and does error in making question sentences.
3	Vocabulary	5	Able to use appropriate vocabularies with good diction.
		4	Using inappropriate vocabularies (3-5 vocabularies).
		3	Frequently using wrong words (5 to 8 vocabularies).
		2	Misusing words and making comprehension quite difficult (9-12 vocabularies).
		1	Misusing words and making comprehension quite difficult (more than 12 vocabularies).
4	Fluency	5	Speaking fluently and effortlessly without silent gap.
		4	The speed of the speech seems to be slightly affected by language problems.
		3	The speed and fluency are rather strongly affected by language problems.
		2	Usually hesitant; often forced into silence by language limitations.
		1	Making a lot silent gaps due to language

			limitations.
5	Comprehension	5	Understanding what is being conveyed without any difficulty.
		4	Understanding nearly everything at normal speed although occasional repetition may be necessary.
		3	Understanding most of what is said at slower-than-normal speed without repetitions.
		2	Having great difficulty following what is said; can only comprehend “social conversation” spoken slowly with frequent repetitions.
		1	Cannot understand even simple English conversation.

Note: the researcher modifies the assessment rubric based on the students' level

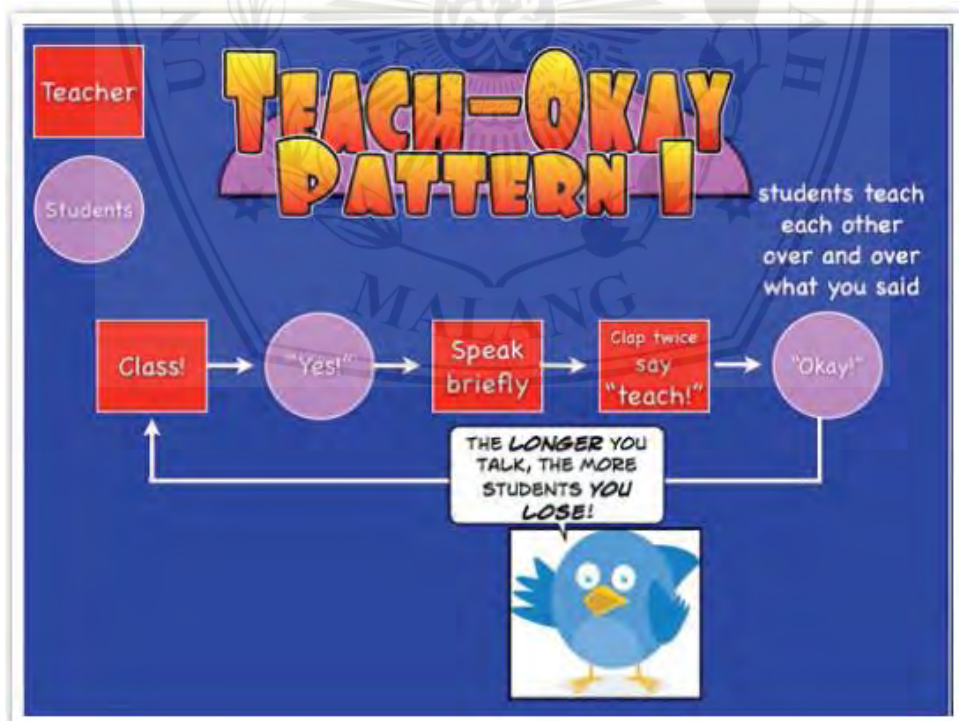
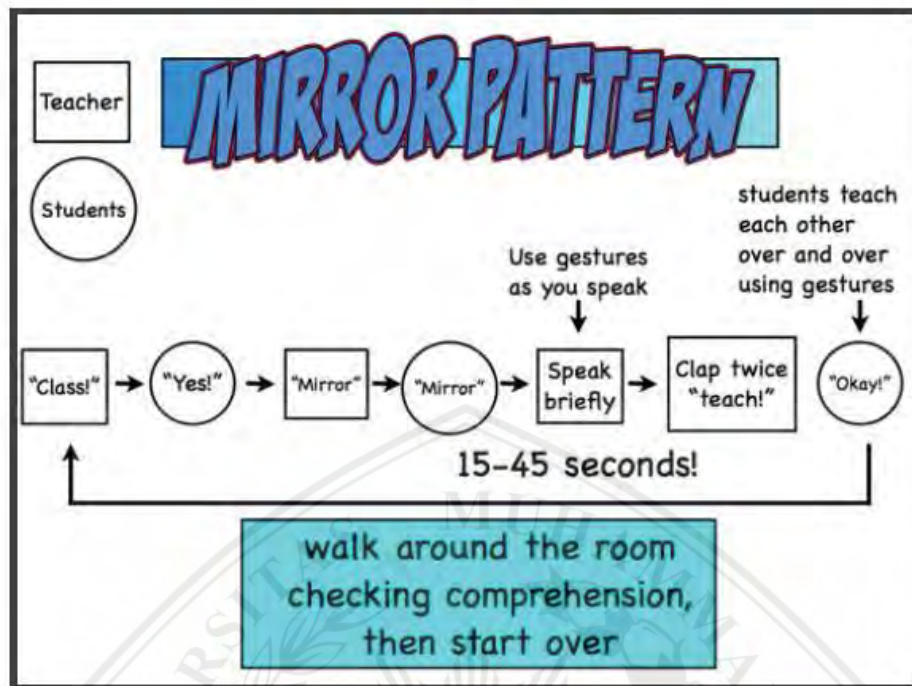
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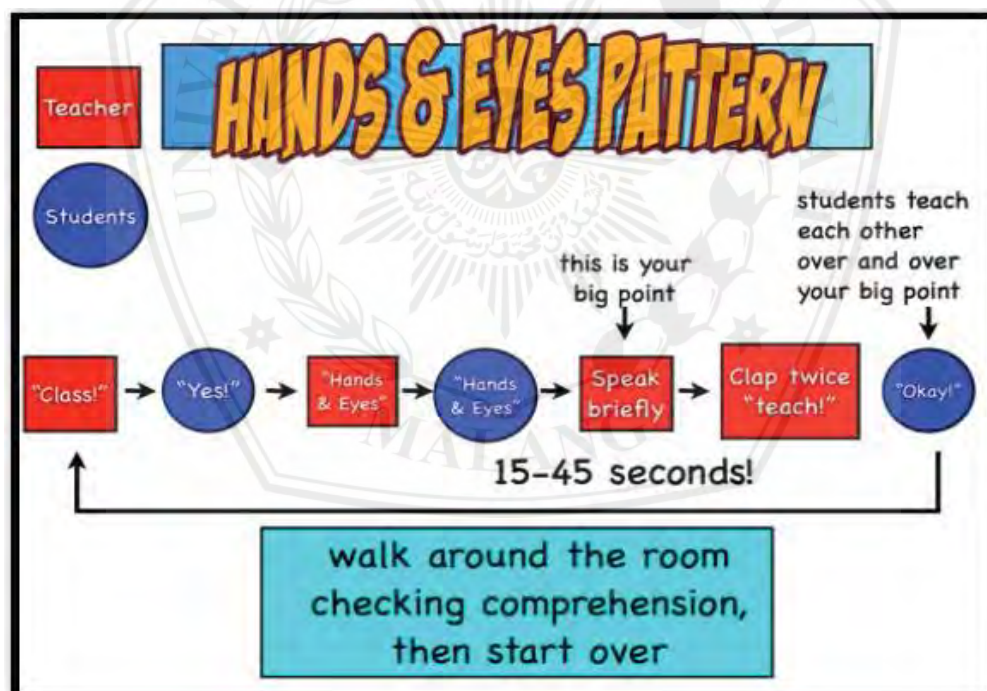
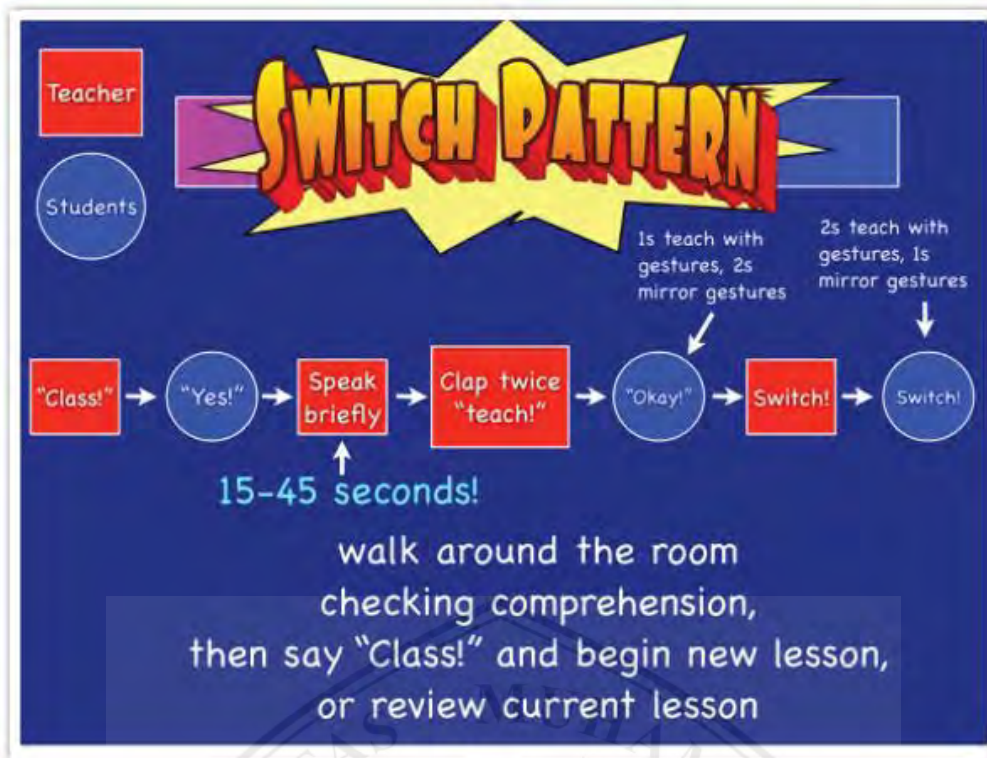
FORMULA	
Very Poor	$0 < x \leq 1$
Poor	$1 < x \leq 2$
Fair	$2 < x \leq 3$
Good	$3 < x \leq 4$
Very Good	$4 < x \leq 5$



Appendix 2

Pattern of Mirror, Teach-Okay, Switch, and Hand & Eye





Appendix 3

The Implementation of Whole Brain Teaching (WBT)

No	Stages	Class Activities
1.	Pre-activity	1. Warming Up <ul style="list-style-type: none">✓ Greeting and checking attendance list✓ Brainstorming activity✓ Explaining the objective in implementing WBT method in speaking skill✓ Explaining the steps of WBT method✓ Practicing the seven core WBT elements by giving easy topic to produce oral production of the students.
2.	Main-activity	2. Implementation of WBT method in speaking <ul style="list-style-type: none">✓ Explaining the materials by using “mirror” step of WBT.✓ Implementing “teach-okay” step✓ Implementing “switch” step for retelling the materials✓ Questioning and answering session, the students creating the question that related with the topic, that can be discuss in the class later.
3.	Post-activity	3. Conclusion <ul style="list-style-type: none">✓ Evaluating by using “scoreboard” step✓ Reviewing and summarizing the topic that have been discussed✓ Reflecting, the researcher takes 2-3 minute to do the reflection by doing self-question to measure the student’s comprehension about the materials.✓ Bring the students into the class discussion✓ Giving the students outline what should they do in the next meeting.

Appendix 4
The Classroom Action Research's Schedule

NO	Meeting	STAGES	TOPIC	ACTIVITIES
Cycle 1				
1.	Meeting 1	Introduction	Simple Past	Introduction Pre-test Introduction to WBT
2.	Meeting 2	Action Observation	Personal Recount Text	The implementation WBT Lesson on recount text
3.	Meeting 3	Test Reflection		Post-Test 1 Discussion
Cycle 2				
4.	Meeting 4	Action Observation	Biographical Text	The implementation WBT Lesson on recount text
5.	Meeting 5	Test Reflection		Post-Test 2 Discussion

Appendix 5



**LEMBAGA PENDIDIKAN MA'ARIF NU
PESANTREN TERPADU DARUL IHSAN
SMA HASANUDDIN**

Alamat : Jl. Cokroaminoto No. 42 Phone (0341)823621 Wajak Kec. Wajak
Kab. Malang
Email. Hasanuddinsma@gmail.com

OBSERVATION CHECKLIST

(This form completed by the observer for the students)

Date :

Meeting :

Topic :

No.	Assessment Aspects	Yes	No
1	Pre-Activities		
	Students are interested in the class opening		
	Students are active in responding brainstorming step		
2	Whilst-Activities		
	Students talk a lot during the lesson		
	Students show high motivation in participating the lesson		
	Students' participation are even		
	Students can follow the topic well (language is of an acceptable level)		
	Students are able to implement the seven elements of WBT		
3	Post-Activities		
	Students are able to answer the questions (reflection time)		
Note for students: (additional information)			
Comments / Suggestions (observer's note):			

Appendix 6

Speaking Test (pre-test)

Topic: Simple Past

Direction:

- Choose some verb flashcards and make sentences to create a story from those verbs in the form of simple past.
 - The teacher will give 30 minutes to prepare your story script.
 - The performance will be 1 – 2 minutes for each student.
-
-

Speaking Test (post-test I)

Topic: Personal Recount Text

Direction:

- Please tell about your past experience orally! (e.g: vacation story, your past holiday, your good/bad experience in the past, etc)
 - The teacher will give 30 minutes to prepare your story script.
 - The performance will be 1 – 2 minutes for each student.
-
-

Speaking Test (post-test II)

Topic: Biographical Recount Text


Direction:

- Please tell about your favorite figure!
- The teacher will give 30 minutes to prepare your story script.
- The performance will be 1 – 2 minutes for each student.

Students' Response on Whole Brain Teaching (WBT) Implementation

No.	Assessment Elements	1	2	3	4	5
1.	"Classroom Rules" creates an effective classroom					
2.	"Class-Yes" is intended to get the attention of students					
3.	Students practice the "Teach-Okay" and paraphrase the teacher's explanation					
4.	Students uses "Switch" to understand the materials					
5.	Hand and Eye is used to get extra attention from students					
6.	Students practice "Mirror-Words" to duplicate the teacher explanation.					
7.	"Scoreboard" is used to evaluate students' performance during the lesson					

5 = Very Good 4 = Good 3 = Fair 2 = Poor 1 = Very Poor



A series of horizontal dotted lines for writing.

Appendix: 8



**LEMBAGA PENDIDIKAN MA'ARIF NU
PESANTREN TERPADU DARUL IHSAN
SMA HASANUDDIN**

Alamat : Jl. Cokroaminoto No. 42 Phone (0341)823621 Wajak Kec. Wajak
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Email. Hasanuddinsma@gmail.com

LESSON PLAN I

School: SMA HASANUDDIN

Subject: English

Main Subject: Simple Past

Class/Semester: X/II

Time: 4 x 45 minutes

Learning objectives:

Students are able to practice in sentences the simple past form in written and orally

Simple past:

- The *Simple Past* is used to talk about actions or situations in the past
- Regular vs irregular verb form
- Signal words used in simple past
- Negative sentences
- Question sentences

Learning activities:

No	Stages	Class Activities
1.	Pre-activity	4. Warming Up <ul style="list-style-type: none">✓ Greeting and checking attendance list✓ Introduction with game✓ Brainstroming activity
2.	Main-activity	5. Teacher Center Method <ul style="list-style-type: none">✓ Explaining the simple past definition, regular vs irregular verb form, signal words used in simple past, negative sentences, and question sentences.✓ The teacher showing flash cards with simple present form and the students guessing the simple past form.✓ With flashcards, asking the students to make a sentence with simple past in pairs (regular and irregular verbs) with signal words used in simple past.✓ The students making a script to prepare a story

		with simple past to present orally for next meeting
3.	Post-activity	6. Conclusion <ul style="list-style-type: none"> ✓ Evaluation ✓ Reviewing and summarizing the topic that have been discussed ✓ Reflecting, the researcher takes 2-3 minute to do the reflection by doing self-question to measure the student's comprehension.

Learning source and media: flash cards

The Teacher



Arofiatus Sa'diyah



Appendix: 9

Students' Observation Checklist Result

No.	Assessment Aspects	Meeting 1			Meeting 2			Meeting 3		
		Yes	No	Score	Yes	No	Score	Yes	No	Score
1	Pre-Activities									
	Students are interested in the class opening	√		1	√		1	√		1
	Students are active in responding brainstorming step		√	0	√		1	√		1
2	While-Activities									
	Students talk a lot during the lesson		√	0		√	0	√		1
	Students show high motivation in participating the lesson		√	0	√		1	√		1
	Students" participation are even		√	0		√	0		√	0
	Students can follow the topic well (language is of an acceptable level)	√		1	√		1	√		1
	Students are able to implement the seven elements of WBT		√	0	√		1	√		1
3	Post-Activities									
	Students are able to answer the questions (reflection time)		√	0	√		1	√		1
Every "Yes" counted as 1 Every "No" counted as 0		Total =		2	Total =		6		Total =	7
		Percentage =		25%	Percentage =		75%		Percentage =	87.5%
Formula: $\text{Percentage} = \frac{\text{Total Score}}{8} \times 100\%$										

Appendix: 10 – Students' Speaking Score for Pre Test

No.	Name	P		G		V		F		C		Total Score		Mean	Final Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	Adinda N	4	4	4	4	3	3	4	4	3	3	18	18	18	72
2	Ahmad A	3	3	3	3	3	3	4	4	4	4	17	17	17	68
3	Alfina N	3	3	3	4	3	3	4	4	4	4	17	18	17,5	70
4	Dewi K	3	3	3	4	3	3	3	3	3	3	15	16	15,5	62
5	Femi S	3	3	2	3	3	3	2	3	3	3	13	15	14	56
6	Abdul M	3	3	3	2	2	2	2	2	3	3	13	12	12,5	50
7	Hendra Ari P	3	2	3	3	3	3	3	3	3	3	15	14	14,5	58
8	Ilma Khilwa	3	3	2	3	3	3	3	3	3	3	14	15	14,5	58
9	Intan Fitri M	3	3	2	3	3	3	3	3	3	3	14	15	14,5	58
10	Kholisatul M	3	3	3	3	3	3	3	3	3	4	15	16	15,5	62
11	Leli Nur	2	2	3	3	3	3	3	2	3	3	14	13	13,5	54
12	Lisna D	3	3	2	3	3	3	2	3	3	3	13	15	14	56
13	Lutfi F	3	3	3	3	2	3	2	3	3	3	13	15	14	56
14	M. Khoiron	3	3	3	3	3	3	4	3	4	4	17	16	16,5	66
15	Mahmud Z	3	3	3	4	3	3	3	4	4	4	16	18	17	68
16	Nico D.	2	2	2	2	3	3	2	3	3	3	12	13	12,5	50
17	Nihayatus S	2	2	2	3	2	2	3	3	3	3	12	13	12,5	50
18	Nur Faiz	3	3	3	4	3	4	3	3	3	3	15	17	16	64
19	Nurul H	2	2	3	3	2	2	3	3	3	3	13	13	13	52
20	Risma L	3	3	3	3	3	3	3	2	3	3	15	14	14,5	58
21	Siti F	3	3	3	3	3	3	3	3	3	3	15	15	15	60
22	Sonia Kh	4	4	3	3	3	4	3	4	3	3	16	18	17	68
23	Vega A	3	3	3	3	3	3	3	3	3	4	15	16	15,5	62
Mean Score of Pre Test														59,91	

Description:

P=Pronunciation G=Grammar V=Vocabulary F=Fluency C=Comprehension

R1= Rater 1 R2=Rater 2

Formula Final Score: $Mean\ Score \times 4 = 100$

Appendix: 11



**LEMBAGA PENDIDIKAN MA'ARIF NU
PESANTREN TERPADU DARUL IHSAN
SMA HASANUDDIN**

Alamat : Jl. Cokroaminoto No. 42 Phone (0341)823621 Wajak Kec. Wajak
Kab. Malang

Email. Hasanuddinsma@gmail.com

LESSON PLAN II

School: SMA HASANUDDIN

Subject: English

Main Subject: Recount text

Class/Semester: X/II

Time: 4 x 45 minutes

Learning objectives: Students are able to comprehend recount text and use it in daily life orally

Social function:

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers.

Generic Structures of the recount text:

1. Orientation: Introducing the participants, place and time.
2. Events: Describing series of event that happened in the past.
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language features of a recount text:

1. Introducing personal participant; I, my group, etc
2. Using chronological connection; then, first, etc
3. Using linking verb; was, were, saw, heard, etc
4. Using action verb; look, go, change, etc
5. Using simple past tense

Learning method: Whole Brain Teaching Method

Learning activities:

No	Stages	Class Activities
1.	Pre-activity	1. Warming Up <ul style="list-style-type: none">✓ Greeting and checking attendance list✓ Reviewing the step of whole brain teaching and read the rules✓ Brainstroming activity
2.	Main-activity	2. Implementation of WBT in speaking <ul style="list-style-type: none">✓ Explaining the generic structure of recount text by using “mirror” step and implementing “teach-

		okay” and “switch” step for retelling the materials. ✓ Using “hand and eye” step to make the students pay attention to discuss about the text. ✓ Questioning and answering session, the students creating the question that related with the topic.
3.	Post-activity	3. Conclusion ✓ Evaluating by using “scoreboard” step ✓ Reviewing and summarizing the topic that have been discussed ✓ Reflecting, the researcher takes 2-3 minute to do the reflection by doing self question to measure the student’s comprehension about recount text. ✓ Bring the students into the class discussion

Learning source and media:

1. Power Point
2. Sources from internet (recount text)
3. LCD
4. Pictures and flash cards

Going to the Beach

Last week, my family and I went to the beach for spending our holiday. We were my mother, my father, my little brother and I. We went to Goa China beach at South of Malang. We arrived to the beach around 7 a.m. We had our breakfast before playing sand and swimming.

My father swam fast and well, because my little brother and I could not swim so we played the sand. My mother cooked some noodles for our lunch. At 11 a.m., we had lunch together and after that we prepared to go home.

We arrived at home at 2 p.m. We were so tired but it was exciting holiday for us. It was happy time with my family. Going to the beach was our favorite place to visit, because all of us love the beach.

The Teacher



Arofiatus Sa'diyah

TEACHING PROCESS TRANSCRIPTION

Whole Brain Teaching Implementation Personal Recount Text Meeting 1

Pre-Activity

- Teacher : *Class Class?*
Students : *Yes! Yes!*
Teacher : Assalamualaikum Wr. Wb,
Students : Wa'alaikum salam Wr. Wb,
Teacher : Hello, How are you students?
Students : I am fine, Thank you, and you?
Teacher : I am fine too, Ok, before starting the class, let's read the classroom rules together, are you ready?
Students : Ready!
Teacher : Stand up please!
Classroom Rules!
Rule 1 : Follow directions quickly (with gesture: make hand shoot forward like a fish)
Students : *Rule 1: Follow directions quickly!*
Teacher : *Rule 2: Raise your hand for permission to speak (with gesture: raise hand, bring down to head) (and so on until rule number 5).*
- Teacher : Class! Class!
Students : Yes! Yes!
Teacher : Where did you go last weekend?
Student : I...I go to city last weekend.
Teacher : wow to the city? Good.... But you should use went not go because you did! The verb must be in simple past form.
Please, repeat!
Student : I went to the city last weekend.
Teacher : Good! Now listen my story carefully!

Whilst- Activity

Going To a Beach

Last week, my family and I went to the beach for spending our holiday. There were my mother, my father, my little brother and I. We went to Goa China beach in South Malang. We arrived to the beach around 7 a.m. We set up a tent and had our breakfast before we played with the sand and swam.

- Teacher : Ok! Before I continue my story, I will ask you some questions.
Who went to Goa China Beach last week? Anyone? Raise your hand!
Hayoo.... Jangan malu-malu, don't be shy! Angel Adinda? Please answer

- Student : I go....eh.. I went to my grandmother's house yesterday
Teacher : Good! I will continue my story

My father swam in the beach. My little brother and I could not swim so we played the sand. My mother cooked some noodles for our lunch. At 11 a.m., we had lunch together and after that we prepared to go home.

Teacher : Any new Vocabularies? Ada kosakata baru, yang kalian belum tahu?
 Student : (diam)
 Teacher : Mahmud! Swim do you know?
 Student : Renang Bu
 Teacher : Okay, then....

We were delighted for having holiday experience there. The trip back home was quite tiring; we arrived home at 2 p.m. We were exhausted but happy to spend our holiday in such wonderful beach Goa China.

Student : Exhausted apa Bu?
 Teacher : the meaning is so tired, how about spent?
 Students : menghabiskan waktu Bu,
 Teacher : Good, Now, listen carefully, TEACH?
 Students : Okay!

(The students found their partner to do “Teach-Okay” and the teacher went around the class)

Teacher : Classy Class?
 Students : Yessity Yes!
 Teacher : Listen carefully my instruction! Mirror-Words!
 Students : Mirror-Words!

(Following teacher’s words with gesture)

Teacher : Recount text is.....
 Students : Recount text is.....
 Teacher : a text which retells.....
 Students : a text which retells.....
 Teacher : events or experiences in the past
 Students : events or experiences in the past.

(The teacher explained by using Mirror-Words about the structure of recount text, time signals and asked the students to repeat some verbs by using flashcards such as)

Teacher : speak – spoke – spoken
 Teacher : buy – bought - bought etc.....
 Teacher : TEACH!
 Students : Okay!

Post-Activity:

Teacher : Hand and Eye! Now let’s see to the scoreboard!
 Aaaa lihat, masih ada frowny faces for today!
 Why we had many frowny faces?
 Students : Ngomong sendiri Bu!
 Students : (laughing)
 Teacher : Ya.... For next meeting, please pay more attention to the instruction!
 But, anyway... we had five smiley faces today....Good Job.
 I want to ask, please raise your hand and answer! What is recount text?
 What are the general structures of recount text?
 Please make a sentence with simple past form?
 Etc..... (Teacher ended the teaching learning process)

Appendix: 12 – Students' Speaking Score for Post Test 1

No.	Name	P		G		V		F		C		Total Score		Mean	Final Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	Adinda N	4	4	4	4	4	4	4	4	4	4	20	20	20	80
2	Ahmad A	4	4	4	4	4	4	4	4	4	4	20	20	20	80
3	Alfina N	4	4	4	4	4	3	4	4	4	4	20	19	19,5	78
4	Dewi K	3	4	4	4	3	4	4	3	3	4	17	19	18	72
5	Femi S	3	3	3	3	3	3	3	3	4	4	16	16	16	64
6	Abdul M	3	3	3	3	3	3	3	3	3	3	15	15	15	60
7	Hendra Ari P	3	3	3	3	3	3	3	3	4	4	16	16	16	64
8	Ilma Khilwa	3	4	4	3	4	4	4	3	4	4	19	18	18,5	74
9	Intan Fitri M	4	4	4	4	4	4	4	4	4	4	20	20	20	80
10	Kholisatul M	4	4	4	4	4	4	4	4	4	4	20	20	20	80
11	Leli Nur	3	4	3	4	4	4	4	4	4	4	18	20	19	76
12	Lisna D	3	3	3	4	4	4	4	4	4	4	18	19	18,5	74
13	Lutfi F	3	3	3	3	4	4	4	4	4	4	18	18	18	72
14	M. Khoiron	4	4	3	3	4	4	4	4	4	4	19	19	19	76
15	Mahmud Z	4	4	3	4	5	4	3	4	4	3	19	19	19	76
16	Nico D.	3	4	3	4	4	4	4	4	4	4	18	20	19	76
17	Nihayatus S	3	3	3	3	3	3	4	3	3	3	16	15	15,5	62
18	Nur Faiz	4	4	4	3	3	4	4	4	4	4	19	19	19	76
19	Nurul H	3	4	4	3	4	3	4	4	4	4	19	18	18,5	74
20	Risma L	3	4	3	4	3	3	4	4	4	4	17	19	18	72
21	Siti F	4	3	4	4	4	4	4	4	4	4	20	19	19,5	78
22	Sonia Kh	4	4	3	4	4	3	3	3	4	4	18	18	18	72
23	Vega A	4	4	4	4	4	4	4	3	4	4	20	19	19,5	78
Mean Score of Post Test 1														73.65	

Description:

P=Pronunciation G=Grammar V=Vocabulary F=Fluency C=Comprehension

R1= Rater 1 R2=Rater 2

Formula Final Score: $Mean\ Score \times 4 = 100$

Appendix: 13



**LEMBAGA PENDIDIKAN MA'ARIF NU
PESANTREN TERPADU DARUL IHSAN
SMA HASANUDDIN**

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LESSON PLAN III

School: SMA HASANUDDIN

Subject: English

Main Subject: Biographical Recount Text (BJ Habibie)

Class/Semester: X/II

Time: 4 x 45 minutes

Learning objectives: Students are able to comprehend biographical recount text about BJ Habibie

Social function:

Biographical recount is *to inform by retelling past events and achievements in a person's life*. The texts consist of three parts:

1. Orientation: It given the reader the background information as two why this person is.
2. Series: It presents a series of events, usually told in chronological order
3. Reorientation: It consists of a conclusion or comment or the writer. Tell about the achievement or the contribution of the person.

Language features of a recount text:

1. A biographical recount uses specific names of the people involved in the biography.
2. It is mainly written in simple past tense

Learning method: Whole Brain Teaching Method

Learning activities:

No	Stages	Class Activities
1.	Pre-activity	1. Warming Up <ul style="list-style-type: none">✓ Greeting and checking attendance list✓ Reviewing the step of whole brain teaching and read the classroom rules.✓ Brainstroming activity
2.	Main-activity	2. Implementation of WBT in speaking <ul style="list-style-type: none">✓ Explaining the generic structure of biographical recount text by using “mirror” step and

		<p>implementing “teach-okay” and “switch” step for retelling the materials.</p> <ul style="list-style-type: none"> ✓ Using “hand and eye” step to make the students pay attention to discuss about the text. ✓ Playing the video of BJ Habibie figure with the text ✓ Questioning and answering session, the students creating the question that related with the topic.
3.	Post-activity	<p>3. Conclusion</p> <ul style="list-style-type: none"> ✓ Evaluating by using “scoreboard” step ✓ Reviewing and summarizing the topic that have been discussed ✓ Reflecting, the researcher takes 2-3 minute to do the reflection by doing self-question to measure the student’s comprehension about biographical recount text. ✓ Bring the students into the class discussion

Learning source and media:

1. Sources from Book (biographical text of BJ Habibie)
2. LCD and Video
3. Verb flashcards with pictures

The Teacher



Nina Izzati

B.J. HABIBIE



Source: <http://peperonity.com/go/sites/mview/effendy/26817732/26817810>
Picture 10.2

Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*.

He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmitt on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

Task 1: Form Completion

Fill in the blanks with information about B.J. Habibie mentioned in the reading text.

Short Bio

Name	: B.J. Habibie
Place of birth	: _____
Date of birth	: _____
Parents and Origins	: _____
Education	: _____
Marriage date	: _____
Name of wife	: _____
Name of sons	: _____
Work Experience	: _____ (____ - ____)
	: _____ (____ - ____)
	: _____ (____ - ____)
	: _____ (____ - ____)
	: _____ (____ - ____)
	: _____ (____ - ____)
	: _____ (____ - ____)
	: _____ (____ - ____)
	: _____ (____ - ____)
	: _____ (____ - ____)



TEXT STRUCTURE

Recounts are used to tell about past events. Remember that a recount consist of orientation (opening), a series of events, and reorientation (closing).

Individually, complete the following chart to find out the structure of the biographical recount of B.J. Habibie.

Paragraph	Details
Orientation (opening)	<ul style="list-style-type: none"> - When and where Habibie was born - Habibie's parents and how they met - Habibie's father died
Event 1	
Event 2	
Event 3	
Event 4	
Event 5	
Reorientation (closing)	

TEACHING PROCESS TRANSCRIPTION

Whole Brain Teaching Implementation Biographical Recount Text Meeting 2

Pre-Activity:

Teacher : Good Morning students!
Students : Good Morning teacher
Teacher : Assalamualaikum Wr. Wb,
Students : Wa'alaikum salam Wr. Wb,
Teacher : How are you students?
Students : I am fine, Thank you, and you?
Teacher : I am fine too, Ok, Anyone please lead the *Classroom Rules*
Ayoo, don't be shy! Sun Siti? Flower Faiz? Boy Bowo?
(Bowo came forward and led the classroom rules with gesture)

Teacher : Class?
Students : Yes
Teacher : what are the generic structure in recount text?
Students : Orientation, event, re-orientation!
Teacher : Good! What's orientation about?
Students : eeee.... Who, When, Where.....
(Reflection time and so on)

Whilst-Activity:

Teacher : Yesterday I saw a movie, the title is Habibie Ainun.
Do you know who is him?
Student : Habibie Bu, Suaminya Ainun.... (Laughing)
Teacher : hahahahha Yes, Of course! What else?
Student : President Bu!
Teacher : Good, President Indonesia, yang ke?
Students : tiga.....
Teacher : Yes, He was the third president of Indonesia
He is my favorite figure, how about you?
Who is your favorite figure in your life?
Students : R.A Kartini..... Ki Hajar Dewantara.....Soekarno.....etc.....
Teacher : today we will see a video about BJ.Habibie. Beliau juga pernah membuat pesawat untuk Indonesia, Have you heard about it? Okay let's see a video about BJ.Habibie.

(Watching the video and discussing about the new vocabularies, while pronouncing some difficult words with Mirror-Words step)

After that the teacher taught the biographical recount text about BJ Habibie.

Teacher : Hand & Eye!
Mirror-Words!
Biographical recount is
Students : Biographical recount is
Teacher : *to inform by retelling past events*
Students : *to inform by retelling past events*

Teacher : and achievements in a person's life.

Students : and achievements in a person's life.

(by Using Mirror-Words the teacher explained: generic structure, language features used in the text, etc)

Teacher : TEACH!

Students : Okay

(The students found their partner to do "Teach-Okay" and the teacher went around the class)

Post-Activity:

Teacher : Hand and Eye! Now let's see to the scoreboard!

You did great job for today, many smiley faces we got!

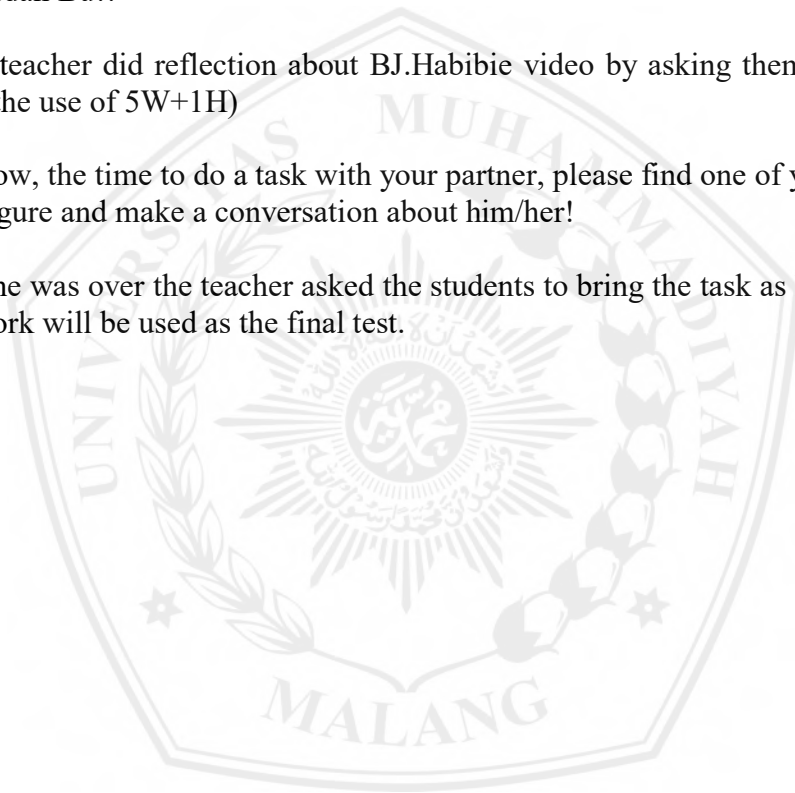
You follow the instructions well, sudah familiar ya dengan WBT elements?

Students : Sudah Bu!!

(after that, the teacher did reflection about BJ.Habibie video by asking them some question and reviewing the use of 5W+1H)

Teacher : Now, the time to do a task with your partner, please find one of you favorite Figure and make a conversation about him/her!

Because the time was over the teacher asked the students to bring the task as homework, later on, the homework will be used as the final test.



Appendix: 14 – Students' Speaking Score for Post-Test 2

No.	Name	P		G		V		F		C		Total Score		Mean	Final Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	Adinda N	5	5	5	5	4	4	5	5	5	5	24	24	24	96
2	Ahmad A	3	3	4	4	4	4	4	4	4	4	19	19	19	76
3	Alfina N	4	5	4	5	5	5	4	5	5	5	22	25	23,5	94
4	Dewi K	4	4	4	4	4	4	3	4	4	4	19	20	19,5	78
5	Femi S	4	4	4	4	4	4	4	4	4	4	20	20	20	80
6	Abdul M	4	3	4	4	4	4	4	4	4	4	20	19	19,5	78
7	Hendra Ari P	4	3	4	4	4	4	4	4	4	4	20	19	19,5	78
8	Ilma Khilwa	4	4	4	4	4	4	4	4	4	4	20	20	20	80
9	Intan Fitri M	5	4	5	4	5	5	5	4	4	4	24	21	22,5	90
10	Kholisatul M	4	4	4	4	4	4	4	5	4	4	20	21	20,5	82
11	Leli Nur	3	3	4	4	4	4	4	4	4	4	19	19	19	76
12	Lisna D	4	4	4	4	5	4	5	4	4	4	22	20	21	84
13	Lutfi F	4	4	4	4	4	4	4	4	4	4	20	20	20	80
14	M. Khoiron	4	3	5	5	4	4	5	4	4	4	22	20	21	84
15	Mahmud Z	5	4	4	5	5	4	4	4	4	4	22	21	21,5	86
16	Nico D.	3	3	4	4	4	4	4	4	4	4	19	19	19	76
17	Nihayatus S	4	4	4	3	4	4	4	4	3	4	19	19	19	76
18	Nur Faiz	5	4	4	4	4	4	4	4	4	4	21	20	20,5	82
19	Nurul H	4	4	4	3	4	4	4	4	4	4	20	19	19,5	78
20	Risma L	4	4	4	4	4	4	4	4	4	4	20	20	20	80
21	Siti F	4	5	4	4	4	4	5	4	4	4	21	21	21	84
22	Sonia Kh	4	4	4	4	5	4	5	5	4	4	22	21	21,5	86
23	Vega A	3	3	4	4	4	4	4	4	4	4	19	19	19	76
Mean Score of Post Test 2														81.73	

Description:

P=Pronunciation G=Grammar V=Vocabulary F=Fluency C=Comprehension

R1= Rater 1 R2=Rater 2

Formula Final Score: $Mean\ Score \times 4 = 100$

Appendix : 15

Result of Pre-Test and Post-test

Criteria	Students' Pre-Test Score										Students' Post-Test Score									
	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Pronunciation		Grammar		Vocabulary		Fluency		Comprehension	
	how many students	% = (How many students/student total) * 100%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%
Very Good	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	4.35%	0	0.00%	0	0.00%
Good	2	8.70%	5	21.74%	3	13.04%	6	26.09%	7	30.43%	16	69.57%	17	73.91%	17	73.91%	19	82.61%	21	91.30%
Fair	17	73.91%	17	73.91%	17	73.91%	16	69.57%	16	69.57%	7	30.43%	6	26.09%	5	21.74%	4	17.39%	2	8.70%
Poor	4	17.39%	1	4.35%	3	13.04%	1	4.35%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Very Poor	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Mean		58.26%		63.48%		60.00%		64.35%		66.09%		73.91%		74.78%		76.52%		76.52%		78.26%

Result of Post-Test 1 and Post-Test 2

Criteria	Students' Post-Test 1 Score										Students' Post-Test 2 Score									
	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Pronunciation		Grammar		Vocabulary		Fluency		Comprehension	
	how many students	% = (How many students/student total) * 100%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%	how many students	%
Very Good	0	0.00%	0	0%	1	4.35%	0	0.00%	0	0.00%	6	26.09%	5	21.74%	5	21.74%	7	30.43%	2	8.70%
Good	16	69.57%	17	74%	17	73.91%	19	82.61%	21	91.30%	13	56.52%	18	78.26%	18	78.26%	16	69.57%	21	91.30%
Fair	7	30.43%	6	26%	5	21.74%	4	17.39%	2	8.70%	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Poor	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Very Poor	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Mean		73.91%		74.78%		76.52%		76.52%		78.26%		71.30%		84.35%		84.35%		86.09%		81.74%

Description:

The amount of the students who got criteria (very good, good, fair,) was obtained from the mean score of speaking aspect such as pronunciation, grammar, vocabulary,,,,,etc, from two raters.

And the percentage was obtained from:
$$= \frac{\text{total students' criteria}}{23} \times 100$$

Appendix 16 - Validity Test

Variabel	Indikator	r hitung	r tabel	Keterangan
Pretest	Pronoun 1	0.629	0,413	Valid
	Pronoun 2	0.597		Valid
	Grammar 1	0.458		Valid
	Grammar 2	0.605		Valid
	Vocab 1	0.472		Valid
	Vocab 2	0.469		Valid
	Fluency 1	0.619		Valid
	Fluency 2	0.638		Valid
	Compre 1	0.486		Valid
	Compre 2	0.454		Valid
Post test 1	Pronoun 1	0.525	0,413	Valid
	Pronoun 2	0.601		Valid
	Grammar 1	0.489		Valid
	Grammar 2	0.498		Valid
	Vocab 1	0.536		Valid
	Vocab 2	0.572		Valid
	Fluency 1	0.529		Valid
	Fluency 2	0.553		Valid
	Compre 1	0.466		Valid
	Compre 2	0.565		Valid
Post Test 2	Pronoun 1	0.518	0,413	Valid
	Pronoun 2	0.554		Valid
	Grammar 1	0.487		Valid
	Grammar 2	0.541		Valid
	Vocab 1	0.486		Valid
	Vocab 2	0.497		Valid
	Fluency 1	0.435		Valid
	Fluency 2	0.551		Valid
	Compre 1	0.631		Valid
	Compre 2	0.687		Valid

Appendix 17– Reliability Results

Variabel	<i>Cronbach's Alpha</i>	Standar Reliabilitas	Keterangan
Pre test	0,845	0,700	Reliabel
Post test 1	0,838	0,700	Reliabel
Post Test 2	0,825	0,700	Reliabel

Sumber : Data primer, 2017 (diolah)

T-Test Result

1. Pre-test and Post-test 1

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	43.609	9.686		4.502	.000
Pre_Test	.501	.161	.563	3.120	.005

a. Dependent Variable: Post Test 1

2. Post-test1 and Post-test 2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	51.910	14.047		3.696	.001
Post Test 1	.405	.190	.422	2.130	.045

a. Dependent Variable: Post Test 2

Appendix 18- SPSS OUTPUT

Reliability Pre Test

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	23	100.0
Cases Excluded ^a	0	.0
Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.845	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronoun 1	27.04	8.771	.629	.822
Pronoun 2	27.09	8.719	.597	.825
Grammar 1	27.17	9.241	.458	.838
Grammar 2	26.83	8.696	.605	.824
Vocab 1	27.13	9.664	.472	.837
Vocab 2	27.00	9.364	.469	.837
Fluency 1	27.00	8.273	.619	.823
Fluency 2	26.87	8.391	.638	.821
Compre 1	26.78	9.632	.486	.836
Compre 2	26.70	9.494	.454	.838

Reliability Post Test 1

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid Cases	23	100.0
Excluded ^a	0	.0
Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.838	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronoun 1	33.13	7.414	.525	.823
Pronoun 2	32.91	7.378	.601	.816
Grammar 1	33.13	7.505	.489	.827
Grammar 2	33.00	7.523	.498	.826
Vocab 1	32.87	7.278	.536	.823
Vocab 2	32.96	7.384	.572	.819
Fluency 1	32.83	7.718	.529	.823
Fluency 2	32.96	7.430	.553	.821
Compre 1	32.83	7.855	.466	.829
Compre 2	32.87	7.846	.565	.822

Reliability Post Test 2

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.825	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronoun 1	36.87	6.119	.518	.812
Pronoun 2	37.04	5.862	.554	.809
Grammar 1	36.74	7.020	.487	.813
Grammar 2	36.78	6.360	.541	.806
Vocab 1	36.65	6.783	.486	.812
Vocab 2	36.78	7.178	.497	.814
Fluency 1	36.65	6.601	.435	.818
Fluency 2	36.70	6.767	.551	.806
Compre 1	36.83	6.696	.631	.800
Compre 2	36.78	6.905	.687	.802

Regression Pre Test with Post Test 1

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Pre_Test ^b	.	Enter

a. Dependent Variable: Post Test 1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563 ^a	.317	.284	4.990

a. Predictors: (Constant), Pre_Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.609	9.686		4.502	.000
	Pre_Test	.501	.161	.563	3.120	.005

a. Dependent Variable: Post Test 1

Regression Post Test 1 with Post Test 2

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Post Test 1 ^b	.	Enter

a. Dependent Variable: Post Test 2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.422 ^a	.178	.139	5.260

a. Predictors: (Constant), Post Test 1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	125.515	1	125.515	4.537	.045 ^b
	Residual	580.920	21	27.663		
	Total	706.435	22			

a. Dependent Variable: Post Test 2

b. Predictors: (Constant), Post Test 1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.910	14.047		3.696	.001
	Post Test 1	.405	.190	.422	2.130	.045

a. Dependent Variable: Post Test 2

Appendix: 19

**Students' Name List of X IPA (Science) SMA Hasanuddin Wajak
Academic year 2018/2019**

No.	Name	Gender
1	Adinda Nur M.J	Female
2	Ahmad Afid Ilyas	Male
3	Alfina Nur Laili	Female
4	Dewi Karimah	Female
5	Femi Susanti	Female
6	Abdul Mujib	Male
7	Hendra Ari Prabowo	Male
8	Ilma Khilwa Nur	Female
9	Intan Fitri Mailani	Female
12	Kholisatul Munawaroh	Female
11	Leli Nur Afita	Female
12	Lisna Danurida	Female
13	Lutfi Fidia Sari	Female
12	M. Khoiron	Male
15	Mahmud Zubaidi	Male
16	Nico Dimas P.	Male
17	Nihayatus Sholikhah	Female
18	Nur Faiziyah	Female
19	Nurul Hidayati	Female
20	Risma Lutfiana	Female
21	Siti Fatimah	Female
22	Sonia Khoirunnisa	Female
23	Vega Amanda Putra	Male

Appendix: 20 - Photos during the activities in the class





Appendix: 21



LEMBAGA PENDIDIKAN MA'ARIF NU
PESANTREN TERPADU DARUL IHSAN
SMA HASANUDDIN

Alamat : Jl. Cokroaminoto No. 42 Tlp. (0341)823621 WajakKec. WajakKab. Malang
E-mail : hasanuddinsma@gmail.com

SURAT KETERANGAN

No.: 016/104.26/SMA.09/VI/2019

Yang bertanda tangan di bawah ini :

Nama : Dra. Hj. NANI ZULAIHAH
Jabatan : Kepala Sekolah
Nama Sekolah : SMA HASANUDDIN WAJAK
Alamat Sekolah : Jl. Cokroaminoto No. 42 Wajak Kab. Malang

Menerangkan bahwa :

Nama : AROFIATUS SA'DIYAH
NIM : 201410560211011
Jurusan : Magister Pendidikan Bahasa Inggris
Universitas : Universitas Muhammadiyah Malang

Bahwa nama yang tersebut diatas benar - benar telah melakukan penelitian disekolah kami "SMA HASANUDDIN WAJAK" sesuai dengan judul Skripsi " THE IMPLEMENTASI OF WHOLE BRAIN TEACHING (WBT) TO INCREAS STUDENTS SPEAKING SKILL AT SMA HASANUDDIN WAJAK". Terhitung mulai tanggal 1 Mei s.d 31 Mei 2019.

Demikian Surat Keterangan ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya

Malang, 24 Juni 2019

Dra. Hj. NANI ZULAIHAH



[Handwritten signature]
Dra. Hj. NANI ZULAIHAH

Appendix 22

Core and Basic Competencies for English Subject The Tenth Grade Level

KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i> vs <i>present perfect tense</i>)</p>	<p>4.6 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p>	<p>4.7 teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>